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ABSTRACT

PRYO, the Swedish acronym for Praktiske Yrkesorientering, translates into English as Practical Work Orientation. PRYO was the result of action taken by the Swedish legislature, excluding educational researchers for the most part, in which compulsory school attendance was extended from seven to nine years to further equalize Swedish education while providing students with some knowledge of life outside of school. Until 1971, PRYO consisted of two weeks of work outside school, required of all eighth graders. In 1971, PRYO was changed to include three school visits to varied forms of industry and business during the eighth grade year, and the work experience followed in the ninth and final compulsory year. Having established the historical basis of PRYO, the author proceeds to investigate it as it existed in May 1974, through interviews with people in various capacities who are involved in it and through examination of documents issued in connection with PRYO. He concludes that in spite of the political, rather than educational, grounds of Sweden's comprehensive school origins, the school and PRYO effectively prepare graduates in a variety of ways to face the contemporary world. He also examines possible application to American education. (AG)

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P R Y O

THE PRACTICAL WORK ORIENTATION PROGRAM IN SWEDEN

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Chapter One

Creation and Maturation of PRYO 1
Planned Aspirations 11

Chapter Two

Today's PRYO in Action 16
A Counselor's Daily Schedule 24
The Counselor - Teacher Liaison 32
Classroom Teacher's Responsibility to PRYO 37
Firm Supervisor's Role and Responsibility to PRYO 42
Two Student Years in PRYO 49
Scenario of One Student's Recollections 53
Immediate and Brief Student Reactions to PRYO 59
Organizations that help mold PRYO 70
PRYO's Place in the Chain of Command for Schools 75
The Costs of PRYO 76

Chapter Three

PRYO Questions to Contemplate:
Evaluation of Process and Follow-Up 81

Chapter Four

Implications for our Education 89
PRYO Successes, Those that Cannot and Those that
Can be Transferred 95

CHAPTER ONE

CREATION AND MATURATION OF PRYO

The initials P.R.Y.O. form the Swedish acronym for Praktiske Yrkesorientering which is translated into English as Practical Work Orientation. This double exposure to samples of extramural working life in Sweden was conceived and has been nurtured to today's relatively mature status as an essential amenity of the new, comprehensive school. Indeed the Swedish comprehensive school and PRYO have been inseparable from their conception.

Four developments in Swedish society and economy had become pronounced by the end of our Second World War.[1] First, Sweden had assumed the lead among northern European nations in shifting from a distinctly rural to a predominately urban population and economy. Second, its citizenry had become dedicated to establishment and firming up of a democracy which would involve a reduction in class distinctions and an equalization of opportunities for all citizens. Third, Sweden has supported a relatively homogeneous population which would help to encourage a leveling of classes. And most immediately relevant to the school situation in Sweden was the fact that in early efforts to blur class distinctions there had grown up an unwieldy array of secondary schools to accommodate all variations in individuals. This had been an effort to provide some form of appropriate education for all adolescents, but the schools that emerged did not support a common education.

The ruling political parties in Sweden in the 1940's committed themselves to fulfilling their concepts of a welfare state which was to include full

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[1] Jonas Orring, Comprehensive School and Continuation Schools in Sweden. Stockholm: Ecklesiastikdepartement, 1962, p. 20.

employment and the extension of compulsory education upward to meet the increasingly differentiated and complex demands of their new society. Especially those students who had remained in academic programs through higher education were expressing vocal concern that their schooling had not armed them to face work. At the same time workers saw little relationship between demands of their jobs and much of the education they had received. More and more experienced workers were becoming technologically redundant--thrown out of work by machines. The National Employers' Association (somewhat equivalent to our N.A.M.) recommended that retraining of these might be facilitated if students had had extended general education, with emphasis on the relationship between what transpired in the classroom, at home, at leisure-time activities and at work.

Whatever their differences, the prevailing political parties in Sweden agreed on several common elements to school manifestation. First they were in accord that compulsory attendance should be extended from seven to nine years, second that a common education should be provided for all students, and third the added years of required education needed to relate school to the dominant segment of life beyond school--that of actual work experience.

It was a part of this writer's assignment in Sweden to interview conscientious researchers in the educational field, especially as they were related to PRYO. A consistent pattern of criticism was elicited from these: that both PRYO and its vehicle--the revised school--were designed in advance as political objectives. Parliamentarians felt they were elected into office to further implement Sweden's brand of socialism. When Sweden committed itself to adding years of common education it was joining the all-European cry of the moment: "More general education for all is needed to prepare students to handle the complexities of modern society."

During the late 1940's Sweden's Rikstag (Parliament) appointed a Schools Commission to develop recommendations and to arrange research for its new form of education. According to the educational researchers interviewed, the Schools Commission was a political arm of the government and it hand-picked researchers that would be in accord with political objectives. In this effort, an entire body of competent educational and sociological researchers was bypassed. Confession from educators was to the effect that too many goals were pre-established; the varieties of experimentation had been narrowed and objectivity reduced.

For example, there was research in the effectiveness of a single design for its comprehensive school. Although the research itself, headed by Professor Husén of the University of Stockholm, was extremely thorough, no alternative forms of the extended school were contemplated or researched. Equally the curriculum for the extended years was pretty much determined in advance, and this was to include some manifestation of PRYO. This accounts for the fact that no alternative forms of EBCE were contemplated or researched by the developers of the idea.

With Swedish efficiency, legislators approved and funded the total revised school package and have taken credit for this improved, basic education.

In substance the educational and sociological researchers were complaining that they had not been asked to help the political enterprise; they also felt that this accounted for the lack, to date, of substantial follow-up research on the effectiveness of the new school or of its PRYO arm. Their singular note of optimism: there is unrest around school reform and around what many consider to be "over-socialism" in Sweden. The next step may be for appropriately objective researchers to be called on to determine what alterations could be made to put the sociological and pedagogical houses in order.

It is important to note the recommendations of the Schools Commission. It recognized that extension of compulsory schooling upward would constitute a delay for entry to work experience for those youths wishing to leave school as soon as possible. As substitute for work entry the Commission unanimously agreed that some exposure to the working world MUST be incorporated as a part of required schooling, especially in the added school years.

Indeed, this aspect of modification was so important that no facet of the added years was to be planned unless it incorporated a relationship to life beyond school. PRYO started as the central experiment in this relationship, and experimentation would hopefully establish what form of PRYO would ultimately be prescribed.

Even a superficial examination of today's comprehensive school curriculum reflects the newly accorded importance of subjects which relate school to contemporary life. Economics, civics, current affairs, rudimentary psychology and sociology, religion, sex instruction and environmental concerns have been incorporated as essential to preparation for life experience. New school methods of classroom discussion and debate, dramatization, field trips and modes of teamwork among peers have become a prescribed part of the revised schooling. PRYO fitted both the subject matter and new methods of these social studies.

As in other European nations since the mid-forties, the planned change for the schools has been toward consolidating different school types at secondary level into what we in the United States have known as the comprehensive high school.[2] Sweden was determined to consolidate secondary forms of education

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[2]Gerald Read, "The Revolutionary Movement in Secondary Education throughout the World," Bulletin of the National Association of Secondary School Principals. #353 (March 1971), pp. 13-24.

starting with its basic school (grundskola) and at the same time to extend its required years of attendance from seven to nine.

The Schools Commission had felt that the new education could be used to achieve one of the government's social objectives. This was to reduce class differences. Keeping all students together for nine years, under one school roof, was only one way. Another, more recent implementation has been the consolidation of all upper secondary school types (following the comprehensive school) under one gymnasium roof. Today that school contains 22 courses accommodating 80 per cent of all those leaving the grundskola. Thus the majority of youngsters in their late teens remain together in school, although this is beyond required attendance years.

One example of the most recent legislation extending this equalization to the tertiary level is the 1973 law requiring all apartments built to house university students and their families to be less exclusive. Now working class and middle class individuals other than students live next door to the students.

Returning to the comprehensive school and its PRYO, by 1952 the national system of education was readied for experimentation and individual schools or local systems tried on the comprehensive cloak under an extensive plan of trial and research. PRYO came early to this research scene, with injections of work experience incorporated, voluntarily, to relate extended schooling with the employment sector of society. This injection blossomed with the comprehensive school experiment, and when after a decade of experimentation (1962), the comprehensive school was to become compulsory for all Swedish communities,

PRYO was also converted to a required experience for all students of the newly added eighth year.[3]

In order to understand why PRYO went compulsory it is necessary to know that Sweden's public educational system has been so centralized in control that entire school programs have been identical from one end of the country to the other; there has been no room for electives or variations. Although 1969 legislation has encouraged local communities to assume certain new autonomy, most aspects of the school curriculum are not included in this independence. Besides, communities are not yet accustomed to making their own decisions on school matters; presently they lack the courage.

The centralized nature of educational planning has made it necessary to establish mandatory requirements for all those contained within a given school type. Government and regional inspectors make sure there is conformity across all areas of the country. Within the basic, required schooling for all a common prescription thus has been devised, although today a few electives appear timidly and for the first time in the added two years of compulsory (comprehensive) schooling. Such electives are named by the National Board of Education in Stockholm.

As indicated above, it has been the government's intention to extend upward COMMON education. During the voluntary years of PRYO it had proven effective and useful to a large enough segment of school youths to establish it as a requirement for all within the added eighth and ninth years. PRYO thus remained central to the rationale for added years; it became the special, pampered vehicle for relating the academic offering of all students to life beyond school.

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[3] Parliamentary Decision Report 1957, SOU 1961:30, pp. 361-362.

One body of research which fell into the decade of implementation for the comprehensive school is worthy of mention. PRYO was already under way when, in 1966, a committee of representatives from the National Labor Market Board and the National Board of Education was appointed by Parliament to review specifically the PRYO arrangement. A principal finding of this committee was that PRYO had benefited in its orientation undergone by eighth graders to the outside world of work, but the PRYO should also include for the student a picture of several very different vocations. This was to broaden the purpose of PRYO from acquaintance with a single vocation to physical contact with a variety of occupational sectors. It is mainly from recommendations of this Committee that PRYO was later converted to its present, two-year sequence which relates all students to different types of work.

Two historical facts are important here. First that PRYO at that time was only a part of the new, eighth year experience; second that PRYO was a sampling of work EXPERIENCE, with no opportunity for students to visit various firms to observe how jobs/tasks differed from each other and what different work opportunities existed.[4]

Early studies had already shown that the student knew almost nothing of the work world which, except for certain vocationally inclined youths, was something unreal that existed beyond the context of education.[5] It was also within the realm of the philosophy of the new school that career choice should be placed in the hands of parents and students, for careers formerly had been

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[4]"Tillkonst och Utveckling," Praktisk Yrkesorientering in Grundskolan, Stockholm: Skolöverstyrelsen (National Board of Education), 1959, p. 3.

[5]Sven-Eric Henrikson, The Lower Secondary Pupil's Concept of Work. Unpublished dissertation, University of Stockholm, 1957.

too much related to socio-economic backgrounds. The lobby of trade unions, of parent-teacher organizations and employer associations in the Rikstag (federal parliament) was also actively promoting linking school with work experience, especially if children were to be kept from entering the labor market by an extended compulsory schooling.

Until 1971 PRYO was retained as a required experience of all eighth graders. It had been confined to two weeks of work outside school, with a single week in the fall and another in the spring of the same academic year. In that year (1971) a revised curriculum, devised to relate school more to all facets of society, was implemented throughout the entire basic school, and PRYO was equally vulnerable to change, with a dimension added.[6]

For the first time, PRYO was to include three school visits which were to precede the exposure to work experience. The eighth year then abandoned what had become known as the PRYOPERIODEN (PRYO Work Period) to introduce three STUDIBESÖK (Student Visits) to varied forms of industry and business. One of the visits was to take place in the fall semester of the student's eighth year while the others were reserved for the spring of the same academic year. That year (1971) there was no PRYO EXPERIENCE for any student, but by the time the eighth graders entered the ninth and final compulsory year they were to undergo a single PRYOPERIODEN involving them in a work experience, hopefully of their first selection and based on visit exposures of their eighth year. This was not intended as a running start into a job but was supposed to sample tasks involved in a factory, business or institution to provide the student with practical experiences that he could judge and compare in his school classes.

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[6] Betänkande Avgivet av 1957 Års. Stockholm: Skolberedning, 1961, pp. 353-371.

Subsequent to introduction of this two-year PRYO which is presently in force the entire operation has been moved under the more all-embracing umbrella of SYO, acronym for Studie och Yrkesorientering (Study and Work Orientation), the National Board of Education's all-embracing effort to relate the child's school experience, from the first grade onward, to the outside world by the exercise once suggested by John Dewey, of "thrusting open the classroom window to let in the world."

Examples of SYO manifested across the entire present-day school curriculum would be the study of environmental problems, pollution, drug, alcohol and sex problems including sex roles, today's family, the community, government, and consumer information. It should be apparent that PRYO, especially as it has become a part of SYO, has fallen most comfortably under the curricular area of the social studies.

Although a National Board of Education (Skolöverstyrelsen, abbreviated as SÖ) exercises a similarizing control over all Swedish public schools, there has been room for and encouragement of initiative in school systems which could afford their own experimentation. Thus the Stockholm school district, which embraces a broad area around the Baltic archipelago, got under way on its own PRYO before legislation caused all Swedish schools to incorporate the idea. From 1949 onward some schools in the Stockholm area were experimenting with it and determining their own results and direction. There were towns to the south of Stockholm proper which had made PRYO a mandatory part of their comprehensive school before the National Board, in 1962, required all equivalent schools to incorporate PRYO in their eighth year program. In those days of Stockholm trial PRYO was an EXPERIENCE only, confined to the eighth grade; although required, it was run as an experiment within the school. Other area schools

did not require that all eighth graders undergo the PRYO Experience, but used it as one of three possible open electives. Other electives listed were modern languages on top of the required English. As we shall see in the next chapter, electives have become a part of the three upper years of today's comprehensive schools in all of Sweden.

It has been noted that Sweden itself has developed no comparable models to PRYO which have grown up as an integral part of the comprehensive school. The writer of this paper attempted to equate limited dimensions of PRYO's history to the Soviet politechnical principle, especially as manifested in its ideal form under Premier Khrushchev. The limitations of the Soviet comparison are apparent: the Soviets have suffered an extended labor shortage and have used their school attendants to help fill out the labor force in single assigned positions; the PRYO Experience by contrast is supposed to sample the varieties of positions available in different representative industries, businesses and institutions.

Two informed PRYO experts, Professor Henrysson and Mr. Gösta Krantz believe a GDR (East German) model was scrutinized by the Swedes.[7] As early as 1958 that iron-curtain country legislated a form of work-study for all students. Under this program all students in their seventh, eighth, ninth, and tenth school years must work one day a week in an assigned factory or business. The undertaking sponsors no students visits, such as a Swedish eighth grader now experiences, but there is assignment to a single firm. Positions are taken there in a similar variety of institutions to that required for a total visit

[7]Professor Sten Henrysson heads up all educational researchers at the University of Umeå while Gösta Krantz is principal of a suburban gymnasium outside Stockholm and an officer in the Riksförbundet Hem och Skola (equivalent to our national PTA).

experience in Sweden--namely in a factory, in a business, and in some service organization such as a welfare office, hospital or pensionnaires' home. The German operation, called der Polytechnische Unferncht, may merit further study in an effort to equate it to Sweden's PRYO.

Planned Aspirations of PRYO

The goals and benefits to PRYO have been culled or reiterated from a variety of sources. These are up-to-date goals, sometimes constituting minor revisions of the statement of objectives noted in Chapter Two of the comprehensive but dated best seller authored by Siv Thorsell.[8]

What does the student get out of SYO? First of all, he does NOT get a grade out of either the three eighth year Visits or the ninth year Experience. In a more positive statement, the National Board of Education noted in a 1970 publication that PRYO is something far beyond mere information dispensed on certain occasions where choice of vocation is being discussed.[9] Both years of PRYO should provide a running start into life by helping to form a) attitudes, b) concepts, c) self-assessments, d) interest identifications, e) evaluations of different job possibilities as well as roles, f) what training systems and the labor market are about, g) skills in how to obtain and to assess information, h) tools for forming a clear picture of alternative choices and finally i) motives for different choices. These the Board of Education identifies as "factors of decisive importance when deciding on a study course or job."

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[8]Siv Thorsell, "Pryons Syften," Chapter Two in PRYO--Den Praktiska Yrkesorienteringen i Teori och Verklighet, pp. 44-53.

[9]National Board of Education, Summary of PM Worked Out in the Board of Education re Study of Vocational Orientation. Stockholm: SÖ, U-Stencil 1970:16, p. 4.

Other official sources elaborate and some often illuminate this list. Two that relate to the eighth year Visits in particular are that students gain in both judgment and self-expression. One example is cited: How does a student in science class describe the difference between slicing 12 centimeters of bread from a continuous loaf coming from the baker's oven and the cutting of 12 centimeters of steel from an extruded bar at a steel factory? This brings to the science class an opportunity for self-expression and discussion which may often be reserved mainly for classes in social studies.[10]

One document indicates that the variety of observations made during School Visits in the eighth year should ideally "arm the pupil with a clearer understanding of the structure of the economy and of society."[11] The same document goes on to say that overall PRYO can contribute to the wiser use of community resources. This, in a day of increased technological development and shifts in manpower qualifications, seems most important to Sweden.

That country's parliament has indicated that the combined years of PRYO should result in a better self-understanding.[12] In line with the previously noted statement, the coupled years of PRYO should "bring on a rational use of society by hopefully counteracting mistaken investments in education. The experience should center on the individual by equipping him with the capacity to select with all facts available before him." Indeed, the experience should expand selection possibilities for jobs, thus constituting a direct bearing on his future.

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[10]Example cited in interview between the writer and Mr. Gösta Krantz, officer of Riksförbundet Hem och Skola, Stockholm, May 28, 1974.

[11]Lena Forsslund-Ljunghill (Transl. Roger Tanner), The Comprehensive School in Sweden. Stockholm: SÖ, 1970, p. 14.

[12]Rikstag Bill #1971:34, p. 3.

Another goal is that an amalgam of the two PRYO involvements should be perceived as one of several of SYO's windows on society. Here is a warning that it is not intended as a concentration on a single vocation but as a broad picture-window view on sectors of work. "It is a part of social training offered by the school."[13]

A more direct statement noted in the PRYO paperback by Miss Thorsell, and still valid today, is that the purpose of PRYO is to facilitate the student's subsequent transition to working life.[14] At the moment that this was inscribed in Miss Thorsell's 1967 book PRYO was confined to an eighth year EXPERIENCE; the Visits had not yet been "invented." Phrased in another way, in student retrospect the entire adventure should bring on the best decision possible for the individual's future.

It is apparent that the above paraphrased and quoted materials constitute an ideal for either a part of or the entire PRYO sequence. To the observer from America it would seem to constitute a fertile area for research in an effort to determine to what extent these ideals are being realized. Because of the tender age of the combined PRYO years of marriage, and because of the unpredicted delay of students entering actual work experience (as we shall see, 80 per cent of them now do not consider they should enter work but should continue their education into upper secondary years [the gymnasium] after compulsory years), it may be too early and too complicated to determine to what extent the PRYO ideals have been fulfilled.

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[13]Lena Forsslund-Ljunghill, op. cit., p. 14.

[14]Siv Thorsell, op. cit., p. 51.

This chapter has served as a running start into the contemporary manifestation of PRYO. It is not a complete picture of PRYO's history, but should be seen as a base especially for the ensuing chapter which is intended to treat the present PRYO operation in considerable depth. Material for the following chapters comes mainly from a three-week, intensive investigation of PRYO taking place in May, 1974 on the Swedish scene. It represents interviews arranged through the Svenska Institutet, Sweden's unusual clearing house for all research by foreign scholars. The Institute made contacts for this researcher with 19 individuals it felt could help most in acquiring a complete picture of PRYO.

Thus during the three weeks in Sweden this writer talked with parents, students, school counselors whose main assignment was the operation of PRYO within the school, Labor Market Board members, supervisors who handled PRYO details within the different plants committed either to hosting student visitors or those undergoing the PRYO Experience, counselor trainers, equivalents to our PTA officers, those most concerned with PRYO in the National Board of Education and school teachers introducing or otherwise handling PRYO with students in their classrooms.

In addition and without prearrangement the writer talked with parents and with others who might in any way have had contact with PRYO students. He conducted interviews with several students who had remembered PRYO as an important part of their academic experience. On three occasions he observed students undergoing PRYO Visits; an equal number were observed as they underwent their ninth year PRYO Experience.

In addition to this the writer worked with slightly less than a hundred documents issued in connection with PRYO--forms, manuals, government reports,

laws and board regulations, circulars and promotional materials. The most valuable (and portable) of these are noted at the end of this report as "A List of Documents Collected in Sweden that Pertain to PRYO and Selectively Used Within This Report."

CHAPTER TWO

TODAY'S PRYO IN ACTION

It has already been noted that quite recently the two years of work orientation involving PRYO has come under the broader umbrella of SYO. SYO is a methodical relating of school to life throughout the school years, with emphasis on the compulsory attendance years embracing all youngsters between approximately the ages of 7 and 16. SYO-related education takes place in what is called the Grundskola (basic school), hopefully providing the general education necessary for all. The school is arranged vertically in equal packages of three years apiece, and today all of Sweden contains 3,942 of these comprehensive schools; of these 2,546 contain only the lower and middle years, terminating after the sixth year. There are approximately 1400 schools containing exclusively the final three comprehensive years.[1]

The attached table indicates the form of the nine year school, marking the place of the PRYO years within this sequence. Note that the entire upper echelon of years opens opportunities for students to select alternative routes and is enriched with a variety of opportunities for the student to relate his school to extra-curricular life.

The Counselor as the School's Key PRYO Man

Central to the effectiveness of PRYO in any school is its counselor.[2] As of July 1974 this individual is to be called a SYO Counselor, for as has been

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[1]School statistics provided by Miss Charlotta Friedner of the National Board of Education's Information Services in Stockholm. From interview with her, May 29th, 1974.

[2]Facts for this portion of the paper have been derived from notes taken during interviews with Mr. Gunnar Åström, Careers Teacher at Tegs Centralskola of Umeå (also half-time counselor-trainer at Umeå Teachers' College) and with Mr. Stig Persson, Lektor (Senior Master) at the Stockholm Teachers' College.

Table I

THE PLACE OF PRYO WITHIN THE NINE-YEAR COMPREHENSIVE SCHOOL STRUCTURE *

Grade 9	29 hrs. weekly of compulsory subjects. 6 hours optional and elective.	PRYO Experience Year
Grade 8	30 hrs. weekly of compulsory, 5 hrs. optional and elective.	PRYO Visits Year
Grade 7	29 hrs. weekly compulsory, plus 6 optional and elective.	
Grade 6	35 hrs. weekly of compulsory subjects	
Grade 5	35 hrs. weekly of compulsory subjects	
Grade 4	34 hours weekly of compulsory subjects	
Grade 3	30 hours weekly of compulsory subjects	
Grade 2	24 hours weekly of compulsory subjects	
Grade 1	20 hours a week of compulsory subjects.	

Grades 7 and 9 offer a choice between a general course and a more advanced course in Mathematics, French, English and German

PRYO Visits interrupt certain classes for less than a day's visit at three points in in Year 8. Half the students take PRYO EXPERIENCE at one time (two weeks) in final year.

* Adapted from The National Swedish Board of Education, The Comprehensive School in Sweden, Stockholm: Utbildningsförlaget. 1970, page 20.

noted, the PRYO enterprise has recently been placed under the more all-embracing SYO. A brief report on the evolution of the counselor and his training may be helpful to the reader. A table indicating major contrasts between the former and the future counselor will be found on the following page.

The title attached to the majority of school counselors working with the PRYO programs has been "career teacher." The title has implied that the individual mainly responsible for PRYO in the school may qualify mainly as a teacher and perhaps incidentally as an informed guide toward careers. Such "career teachers" have assumed a reduced load of instruction--most usually in the area of social studies, with time out to run the school's PRYO involvement. Special training for such career advisors was introduced in 1960 within three selected teachers' colleges before PRYO had become incorporated into all new comprehensive schools.

From the start the National Board of Education has assigned the responsibility of training counselors to only three named teachers' colleges. The three represent clear geographic areas, with one in the southwest at Malmö, another in the population center of Stockholm, and one, incorporating the outlying areas to the north, placed at Umeå Teachers' College.

Throughout the 1960's the career teacher's certificate was issued usually to social studies instructors who had undergone the equivalent to a single semester of post-teachers' college training in careers advisement. Typically the single semester has been offered to complement the trainee's university degree with a major in the social sciences. The semester course for these trainees has contained material on how to give broad career advisement, plus an armament of "where to refer the student for further information." The

Table II

CONTRASTS BETWEEN THE FORMER PRYO CAREER TEACHER AND THE NEW SYO COUNSELOR

	The PRYO "Career Teacher"	The New SYO Counselor
Valid Date:	Term "career teacher" phased out as of July 1, 1974; those that haven't been thru 1-semester prep as career teachers or are not university grads to be removed from counselor jobs.	New name for all counselors as of July 1, 1974. Previous career teachers will be retained on their experience with exceptions stated in left column.
Prere-quisite to Trng.:	Often, not always, a social science major in college topped by professional sequence for all teachers.	University degree with sociology, psychology & teacher prep courses. Some teaching experience preferred.
Profes-sional Prep.:	Single-semester intensive course in sources of career information & superficial, unstructured bases for narrow career counseling. Emphasis on job information.	Entire year of specified, structured courses in broad counseling, with emphasis on how relate many facets of school environment to curriculum. Mainly an administrative preparation.
In-school Job of Counselor:	Teach 1 or 2 sections of social studies classes in 8th, 9th grades. Runs all PRYO: helping teachers treat it, initiating students to it, dispensing, explaining all government printed materials, forms, hosting parent meets on it, following up & giving job, academic counseling individually or in groups. Occasional cases referred outside.	In charge of all school's relation to life outside and beyond walls: home ec, sex ed, civics, religious instruction, environmental studies in 7th thru 9th years. Parent relations including info on PRYO. Advisement of students on job, social, emotional & academic problems. Trend toward added group rather than individual guidance. More referrals to outside.
External job of counselor:	Establish/maintain rapport w/natnl. Employment Service & with all hosting employers. Programs all PRYO visits* (8th) & Experiences (9th grade). Sponsor workshops for employers on how manage their PRYO involvements/commitments.	Identical to left column.
Where Employed:	Always in school if a qualified teacher. Some without university degrees have worked in industries, business or Labor Market Board.	Often in Labor Market Board or in supervising PRYO in larger firms. Mainly in upper comprehensive, occasionally in upper secondary school.
Updating:	No required in-service workshops. "Once a teacher always a teacher; ditto for counselor."	Government works toward required workshops to update counseling skills at least every 3 years.

*The exception is Stockholm where a district clearing house (YOS Centralen) makes all 8th-grade visit arrangements. There only 9th year PRYO Experiences are arranged directly between schools & firms.

career teacher trainee was also given an acquaintance with the Labor Market Board's employment responsibilities and facilities, and suggestions on how he might relate his own college-acquired social studies specialty to PRYO.

Materials for this intensive course included the separate pamphlets which the trainee would be using in acquainting 1) parents, 2) students and 3) factory/business supervisors with their opportunities and responsibilities in PRYO. These pamphlets have been devised and issued either by The National Board of Education or by the Labor Market Board. Although there has been no textbook, separate materials have been developed especially for the career teacher, and a periodical, Actuelt, is sent regularly from SÖ to each career teacher, keeping him abreast of new developments in PRYO.

In his varied assignment this reporter talked with seven career teachers who had been through the single-semester certification course. Each confessed that too much of his PRYO learning had come the hard way--while on the job--and that his program of preparation should have been longer and more in depth than it had been. There was altogether too much theory and no practice. They agreed that to enter the career advisement responsibilities without a background of actual teaching in the schools was a naive practice, too often supported by the Board of Education in its desparation for people to head up PRYO in each comprehensive school.

In the process of finding enough career teachers to "man" the PRYO programs it has not always been possible to use trained career teachers. As of July 1974, however, the program has sufficiently matured to demand that the new form of SYO Counselor be assigned all comprehensive schools. By contrast to the formerly recognized career teacher, presently qualified SYO Counselors 1) are full-time

counselors rather than part-time career teachers, 2) have undergone a year of academic preparation for their SYO assignment, 3) are fully qualified for a broader range of employment, finding positions with the upper secondary school or with seventh graders or with the National Labor Market Board or even in industries taking on PRYO students. Thus while the career teacher had been confined to the two PRYO years, the qualified SYO Counselor today may find appropriate positions outside or beyond the PRYO years. Some even find placement in the new all-embracing upper secondary school which today contains 80 per cent of the compulsory school graduates. Most, however, are assigned the challenge of work with the seventh, eighth and ninth school years in the comprehensive school.

One document published by the National Board of Education presents the total prescription for training qualifications of the new SYO Counselor.[3] This brochure lists prerequisites to admission to the training of SYO Counselors, then specifies in detail the contents of the total year's offering. Prerequisites include a liberal arts university degree with courses in professional education, psychology and sociology. Others admitted to the course may have had some vocational experience. All entrants must be qualified to read English, for more than half of the course reading matter in counseling and guidance has been published in the United States.

Rather than credit hours earned, Swedish universities offer a designated number of points for taking certain courses. While the previous one-semester course for career teachers constituted 20 points, the present SYO course of a

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[3]The National Board of Education, Information Section, Normal Syllabus for Study and Vocational Guidance Basic Course AB 40 Points, Stockholm: SÖ Information Section, Document 1971-07-29.

year's duration yields 40. A general listing of courses embraced, together with points earned in the present (SYO) program, includes this list:[4]

Introduction to the Guidance Course (1 point)
Theory of Study and Vocational Options (5)
The Labor Market and the Employment Service (8)
The Vocational World (5)
The Educational System (4)
Information and Instruction (8)
The Theory and Practice of Guidance (5)
The Organization of Study and Vocational Guidance (4)

The present program for training the Skolkonsulent (SYO Counselor) was introduced as compulsory for newly approved counselors as of 1971. By the spring of 1974 there were 1300 comprehensive school "counselors," 700 of whom are formerly trained "career teachers" who have, in addition to the half-year training in occupational guidance, an experience which cannot be duplicated by most newly emerging SYO Counselors. These will all be retained under the new requirements for SYO Counselors. However, approximately 250 untrained counselors are now working in PRYO school positions, and these will be disqualified for employment as counselors as of July 1974.

As of the end of the academic year terminating in May 1974 there were 600 trained SYO Counselors assuming positions not only in the comprehensive schools but in gymnasien (upper secondary schools) and in industry or in the National Labor Market Board. As has been noted, some also have positions in large firms with a complicated SYO committment.

Former career teachers (qualified) will be converted to accredited SYO Counselors through inservice training offered mainly via facilities extended across Sweden by the three assigned teachers' colleges. All counselors will

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[4] Ibid, pp. 3-11.

be encouraged to attend (and may shortly be compelled to attend) workshops to update their techniques. These summer offerings are sponsored exclusively through the Teachers' Training College at Umeå, and in the summer of 1974, which initiates these one-week conferences, will be held in nine locations with sessions offered during the final week of June and two weeks in August.[5] Three hundred fifty have signed into the first year's workshop featuring the theme, "Techniques in Group Counseling." Although workshops will be offered every summer, it is expected that each counselor will attend one workshop every three years, and the mandate for this attendance is expected to come through the National Board of Education's stipulation that all teachers are required to spend a maximum of five days a year in updating workshops. These can be regular school days in which the teacher's classes will be cancelled.[6]

The typical instructor of these courses has a part-time appointment with one of the three designated teacher-training institutions. The remainder of his time is typically spent in industrial or business counseling or more pertinently to this report, as school counselor in a comprehensive school. A good example is Mr. Gunnar Åström who spends half his time at a comprehensive school and the other half as lecturer and program planner at Umeå Teachers' College.

Mr. Stig Persson, Senior Master of Studies at the Stockholm Teachers' College, is charged with counselor training. He named eight full-time counselor

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[5]Announcement sent to all counselors, Kurser, Materialservice och Konferensverksamhet för SYO-Specialister. Umeå: Lärarhögskolan, Bulletin 1974-02-28. Bilaga 3, 1974, p. 2.

[6]National Board of Education Information Section, Continued Training of Teachers and Other School Officers in Sweden. Stockholm: SÖ, 1971, p. 2.

trainers on his staff, with a complement of about a hundred part-time affiliates. Only the eight full-time lecturers are on his payroll, while the additional hundred who lecture between two and three hours a week at the teachers' college, are paid by the schools or institutions they mainly serve.[7] Mr. Persson, by the way, has a solid background in teaching but has no formal qualification as a counselor trainer.

A Counselor's Daily Schedule

Mr. Gunnar Åström, experienced counselor of the Tegs Comprehensive School outside Umeå, has given the following account of how he spends his time at the school. As a trained careers instructor he has kept his hand in on teaching two social studies classes, but has mainly been responsible for the school's activities related directly to PRYO.

He devotes some of January and February of each year talking, in small groups, to all seventh graders concerning their next year's academic program. He is responsible for introducing the PRYO idea to these teen-agers, for their initial PRYO Visit will take place in the early part of their eighth school year. It is during these midwinter sessions that students are invited to ask questions and to establish their initial visit plans for the ensuing year. At this time the method of transmission of information on PRYO from counselor to students is through introduction and questions in small, informal groupings of students. (Almost no Swedish schools have assembly halls which would hold an entire grade of students at one sitting.)

Integrated closely with these initial counselor-student sessions is the formal invitation extended to all parents of seventh graders to attend an

[7]Interview with Mr. Stig Persson, Stockholm, May 28, 1974.

evening meeting at the school in which the counselor will review the PRYO program for the following year. This "invitation" is taken home by the student, signed by the parent, and returned by the student to the school counselor. It is titled PRYO: PRAKTISK YRKESORIENTERING. INFORMATION TILL FÖRÄLDRAR and contains samples of points to be covered in parents' night. In this bulletin, the aims of overall PRYO are reviewed, the plan and purpose of the three eighth year visits outlined, with attendance and other commitments of students while on Visits. The general plan for the ninth year PRYO Experience is also outlined in order to treat PRYO in its entirety.

When parents attend the school for the designated evening the counselor responsible for the program expands on basic information provided in his invitation and answers questions the parents might have on the PRYO program. The "textbook" for the evening's work is issued by SÖ and is used in all comprehensive schools across Sweden for parents of seventh graders; it is titled Information till Föräldrar (Information for Parents).

As seventh graders become eighth graders and enter early spring, their counselor again assembles small groups of students to introduce them to the PRYO Experience which will fall in their next and final required academic year. Their parents are again assembled for an evening meeting at the school and both PRYO ahead and the academic course are outlined and discussed. The Studiekort (program of study) is filled in by parents at this conference and is signed both by parent and student. At this level the plan specifies which of two course alternatives the student will undertake and which free electives will be pursued.

It should be clear from this overview of PRYO in Sweden that even though the nation maintains a centrally controlled educational system, there is much

room for tailoring schools to local needs and ways of life. The most obvious example of this independence within school districts resides in the Stockholm area itself, in the center of which the controlling National Board of Education is housed.

General contrasts, even in centrally run PRYO, do exist--contrasts especially between urban and rural areas. As might be expected, the outlying manifestations are more personalized and less computerized than those in such congested areas as Goteborg or Stockholm. Some of the more obvious contrasts between municipal and less sophisticated PRYO's governance have been charted into Table III.

With the exception of the Stockholm area, where a special organization, YOS Centralen (Yrke och Skola Centralen--liaison between work and school), arranges all eighth grade PRYO visits, the counselors in all upper comprehensive schools in Sweden must establish and maintain contacts with all area firms to determine which will take Student Visits and which will not.[8] Åström at Umeå, who arranges PRYO Visits for 170 eighth graders in the spring of the previous year, indicates that only two of his area's employers rejected school Visits in 1974.

YOS Centralen in Stockholm manages only the visits for a broad geographic area which embraces metropolitan Stockholm.[9] More than in outlying areas, it depends heavily on the Employment Service, an arm of the National Labor Market Board, to receive applications from employers interested in having visiting

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[8]Mr. Stig Persson, Senior Master at Stockholm Lärarhögskola, indicated to this researcher that equivalents to Stockholm's YOS Centralen exist in at least two other large population concentrations in Sweden. From interview conducted May 27th, 1974.

[9]YOS Centralen information provided through interview on May 13th, 1974 with Mrs. Kersten Eriksson and Karl-Erik Bernoltsson of the YOS staff.

Table III

SELECTED CONTRASTS BETWEEN URBAN AND RURAL PRYO*

	METROPOLITAN PRYO	PROVINCIAL PRYO
8th YEAR VISIT CHOICES	Among three broad occupational sectors: Industry, Business and Services.	Eleven specified & narrowed sectors classified for selection of 3 visits within the same broad categories of Industry, Business and Services.
THIRD VISIT	Local Employment Service of the Labor Market Board holds strong control over selection of all student visits. Limited opportunity for students to visit what he selects to visit.	Student has far better chance of getting his choice on third visit. School Counselors and Employment Service of Labor Market Board have close rapport and can make informal adjustments to mesh with student wishes.
VISIT ARRANGEMENTS	YOS CENTRALEN (or its equivalent in other large population areas) is commissioned by school district to arrange all visits through the Employment Office of Labor Market Board.	Individual school counselors contact industries and businesses to arrange visits. Less structured and formalized, less channels to go through than in city equivalents.
STUDENT RESPONSIBILITIES ON VISITS	YOS CENTRALEN (or counterpart in other urban areas) asks that teachers and counselors NOT accompany students on visits. 8 to 10 students in visit groups.	Compact groups of 2 to 3 students. More often accompanied on first visit by counselor or teacher than in urban areas.
9th YEAR EXPERIENCES ARRANGED	NEVER by YOS, an eighth-grade clearing house. Formally by Employment Services of the Labor Market Board.	Legally by Employment Services of the Labor Market Board to which all interested firms must apply for student PRYO Experiences.
COUNSELOR	Reverts to group discussions and gets involved in many committees, consultations, programs. Where teachers colleges exist he may be involved in training counselors or preparing teachers.	Far more individualized conferences with students at both 8th, 9th yr. levels.
COOPERATING FIRMS	More often than in countryside firms indicate they do not wish PRYO students at either level. All firms must submit Experience (9th year) requests through Employment Service of local Labor Market Board.	Rarely does a firm turn down a school's PRYO students after a personal phone call from counselor. All firms must submit Experience (9th year) requests through Employment Service of local Labor Market Board.
CENTRAL GOVT. CONTROL	Firmer, more bureaucratic with clear definitions of lines and chains of command. Protocol is pronounced.	Less lines to go through. More informal phoning. More intimate contact with Industry and Business. Less supervision and inspection so more independence to run PRYO show within the school.

*Sources: Interview directed toward clarifying contrasts with Mr. Gunnar Åström, Umeå. Answers reinforced by Björn Allergren's research on student attitudes toward PRYO.

eighth year students. To some extent YOS Centralen acts independently of the National Board of Education inasmuch as the Stockholm area has problems not comparable to those of Sweden in general. Some forms given to students are tailored to the heavily industrialized Stockholm district, and in some ways the facilities of the YOS Centralen are able to maintain a more integrated and efficient contact with the National Labor Market Board and the employers than is possible in some outlying areas.

Problems involving Visits which are peculiar to the Stockholm area include the use of the complex of municipal bus and subways for transportation of students to and from Visits, the special provision of lunch by the school, over-abundance of industrial Visit opportunities as opposed to other forms of Visits, and the computerized sorting machinery for the vast numbers of students and firms willing to relate. A special effort is made to keep the visiting opportunities within a range which might be considered a "miniature cross-section of all work possibilities" for each school. The area embraced by the YOS Centralen service stretches 60 miles from north to south and about 40 from the Baltic archipelago inland. One hundred thirty comprehensive schools, containing 16,000 students within a single grade are served. Thus the responsibility of the school counselor in this area is slightly different from that of the PRYO man in outlying schools.

Throughout the third tier of classes in the grundskola the counselor's schedule is punctuated with individual interviews, although his job is getting to be so complex that the group approach is fast becoming imperative.[10] According to one researcher's evidence, as the student progresses through the final years of grundskola he utilizes the counselor's services more and more, with an

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[10] A major reason why the theme of the summer 1974 workshops is dedicated to group counseling techniques. See above.

increased proportion of students in private conference with the counselor as the end of the ninth year approaches and academic and vocational decisions become urgent.[11]

Although there are legal limitations imposed on what sort of promotional materials a business or industry may send to individual students in the schools, larger organizations publish attractive materials which may be sent to the school counselor to "make available to interested students." Thus the counselor is responsible for displaying or filing these materials, which give students ideas for eighth year Student Visits as well as choices for ninth year PRYO Experiences. Some of the larger organizations which can afford sometimes lavish brochures on attractions to their jobs are Alpha-Laval, Sweden's largest producer of agricultural equipment, Phillips Electronics, the Postal Services and the Stockholm Fire Brigade, I.B.M., the armed forces and several individual department store chains. Some enterprises cooperate with each other to produce brochures on such possible visits and work as would be provided in cooperatives, hospitals, construction work, petroleum industries and the hotel and restaurant business. However, no industry or group of industries is supposed to use either the Visits or the PRYO Experience as a recruiting device for potentially good employees; by law the Visits are supposed to be overviews and the PRYO Experiences are intended to sample different types of jobs within the firm.

At the ninth year level the counselor works through the local employment office to arrange a single two week PRYO Experience for each student. The Employment Services of the Labor Market Board, many offices of which now contain their own counselors trained along with PRYO counselors, act as a clearing house for

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[11]Results of Björn Allergren's research on ninth year student attitudes across Sweden.

these job-sampling opportunities. Often there is a distinction between the firms which entertain PRYO Visitors in the eighth year and those which take on PRYO Experiences for ninth graders. Also due to the nature and different sizes of firms, both levels of PRYO can vary in their character and diversity. Interestingly enough, the Stockholm area categorizes three types of institution for Visits while Sweden as an entirety claims 13 categories.[12]

As recently as the spring semester of 1970 teachers, or more frequently the counselors, were accompanying groups of students to their PRYO visits. Upon formal inquiry, employers asked that students not be accompanied by teachers or counselors, and since that time students have learned new skills in the Visit and Experience adventure. Visits have been arranged in small clusters, with as few as three students to a group, and students have had to exercise judgment and evaluative skills in making certain decisions. Counselors report that students have often gone forth from the school in terror at facing an employer or supervisor without any more than a piece of paper for introduction. The school counselor as well as the National Board of Education's aids supplied teachers have helped the teacher in social preparation of studiebesök (student "guests"). Presently we shall see just how the classroom teacher makes use of these materials.

A formal report on each student is made by each factory or business responsible for PRYO students at both levels, and the school counselor is responsible for sorting these and conducting group sessions and, when necessary, individual interviews with students. As a follow-up activity, the counselor with his armament of vocational knowledge, gives individual direction on job

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[12] Björn Allergren, Kartläggning av Obligatoriska Studiebesök och Pryoval i Grundskolans Högstadium. Umeå: Universitetet och Lärarhögskolan i Umeå, 1973, Bilaga 6.

or academic opportunities ahead.

The National Board of Education as well as the National Labor Market Board publish materials especially aimed at those about to leave the required years of schooling. One attractive paperback, 190 pages thick, is titled Yrke och Framtid 1973 (Career and Future 1973) and reviews both academic and work possibilities for the student. Att Valja Studievag (Selecting a Course of Study) is published by the National Board of Education (1974) and presents a comprehensive overview of the 22 gymnasium (upper secondary school) courses available to all comprehensive school graduates. In this paperback, course prerequisites and educational alternatives beyond the gymnasium are listed in fair detail. That this Board office should issue a publication on academic opportunities beyond the comprehensive years is indicative of the close cooperation between school's and labor's concern for filling positions with qualified individuals. A similar document is issued by the Stockholm School Directorate only for students within that area.

In addition, each comprehensive school in Sweden is provided an attractive display rack filled with brief four page pamphlets describing 125 vocations. Titles show on the rack so that a student is free to take any of these he is interested in. The display is available in the school corridor, and often a few such pamphlets clutched by a student will prompt him to seek some direction from the school counselor.

This cursory review of the PRYO counselor presents him as a combination public-relations figure, a coordinator, a pacifier of parents or employers, a file clerk, a receptionist and host, a group or individual counselor for academic as well as vocational matters, a classroom teacher and a colleague inspiring unlimited confidence from his peers. Toward all this the careers teacher of

the past took one semester of preparation; today's complex tasks would properly seem to demand at least a year's academic preparation such as undergone by the "new SYO Counselor."

The Counselor-Teacher Liaison

Mr. Rolf Esberg, career teacher at Appelviksskolan situated just west of Stockholm, had prearranged to host this researcher on May 14th, 1974. He was asked just how he went about communicating with teachers in his school on their PRYO responsibilities. As a well organized teacher-counselor and administrator in the Appelvik School he had eight specific points to which he addressed his answer. Together they should shed some insight on how the counselor maintains contact with his entourage of teachers and presses upon them their responsibilities for constantly including PRYO in their own teaching disciplines. Mr. Esberg's points, in order of delivery, were these:

1) He noted that there is no direct contact between the counselor and teachers in the initial two stages (grades one through six) of the comprehensive school. This, he explained, is because the lower echelons are often in a separate junior high) or at least, as he said, the seventh through ninth grade teachers keep apart from those in the lower school. "Remember" he suggested, "teachers in our level are usually university graduates and the other teachers are products of a teachers' college." So, the counselor communicates mainly with all teachers of the seventh, eighth and ninth school year and within his assigned building or wing, if it is a total comprehensive school structure.

2) "Remember also," he said, "that our teachers, as products of Swedish universities, have had, in their complementary teacher training, a PRYO unit."[13]

[13]Content of this unit is noted elsewhere within this chapter.

They are thus all tuned to PRYO and to consideration of it as texts and syllabi suggest it.

3) A major task of the counselor is to ride herd on all his teachers, assuring that they not only refer to PRYO where their course design suggests, but that they keep abreast of the latest materials from the National Board of Education and the National Labor Market Board. "We counselors receive enough of these materials to be shared by all our teaching colleagues. Both national offices have employees who are trained in teaching techniques and content, and when their ideas come to counselors, suggestions are made as to how they may be transmitted to teachers beyond the school's internal mailing system. These are designed to keep the counselor talking up PRYO to all his teachers. They suggest, for example, that the counselor communicate personally with each teacher and use the materials to complement his words."

4) It is also the counselor's task to suggest, sometimes quite imaginatively, how the teacher can relate his subject matter of the moment to PRYO. It seems the counselor must keep abreast of what the teacher is teaching within his subject. The best place to do this often is in the teachers' lounge at breaktime or even during the lunchtime meal. He must never be a recluse, but must get around among his teachers and often talk professionally when everyone should be relaxing. This takes discretion.

"Let me give you a few specific examples: the biology teacher can ask his students to listen for and to observe anatomical terms in action in their PRYO hospital visit and to report back on what they overheard during their visit; that English student who will do his PRYO in the town's best restaurant as a busboy between kitchen stints can be asked to record in his PRYO <u>dagbok</u> (diary) the words and phrases he heard from English and American clientel. This can

subsequently be reported back to and discussed in his foreign language class. Or the science teacher can ask his class, following a lab demonstration: 'Do you see ways in which this can be related to your PRYO Visits or Experience?' Or, if his students are about to embark on PRYO: 'Now you have seen the experiment and have recorded the results. How will you make use of what you have observed in PRYO?'

"The text as well as the teacher's syllabus includes some of this, in every case, but we find it helpful as counselors to prod teachers into devising new ideas. The good counselor may stay awake nights dreaming up ways for the teacher to involve PRYO in his class lessons--ideas beyond any inscribed in the text or syllabus. Often these ideas can be related to headlines in the paper as they may relate to PRYO. In this case, no textbook or syllabus could possibly anticipate this relationship between the classroom and life outside.

"Actually there is no class in our level of school where, with PRYO on his mind, any teacher cannot take the student outside the confines of his school thinking to relate his work to the outside world. Indeed, I find it a game to challenge teachers to indicate moments at which each could relate his subject to PRYO which, after all, is a warm moment for most students in their school careers."

It warrants taking time out here to note that the confessor, Rolf Esberg, has a quarter-time appointment with the counselor training program at Stockholm Teachers' College. In this he spends his time informally drawing PRYO-related ideas from potential teachers in all subject-matter competencies. Esberg reports that his teachers' college is on the verge of publishing his book which will bulge with the ideas provided by these trainees in their varied disciplines. Ideas have generally been taped, so content is taken directly from voices.

6) The competent counselor may ask for time during the school principal's weekly meeting of his entire faculty. There he may advise teachers on what days their PRYO-involved students will be absent from their classes and give general directions, pertinent to all teachers, on the school's PRYO involvements. If new PRYO materials have arrived, either for teachers or for students, this can be the proper moment to introduce and distribute them.

7) The counselor pulls together homeroom teachers, alerting them to PRYO materials best handled by them. He guides them into their own considerations and prepares them for PRYO, conditioning students to wear proper clothes, to politeness and techniques of information. "Often this turns out to be a supplement or reiteration of what other teachers are doing for PRYOites in their own classes, but repetition helps and usually the mention of PRYO excites students into attention. The homeroom teacher is also responsible for seeing off PRYO Visit groups, doling out to them carfare, passes or meal tickets. The same teacher is also responsible for receiving his charges returning from Visits. Thus he can be the teacher who most immediately surrounds PRYO for the student. The same person, on forms provided, reports deviations to the school office--those who did not show to be sent off on PRYO, or special cases of deportment. The counselor is responsible for coordinating this aspect of the homeroom teacher's job, thus he must be in contact frequently for this purpose. In this capacity, as in so many others, he is serving as an administrator."

8) As indicated elsewhere within this chapter, the Summer Counselor Workshops (1974) treated the topic "Group Techniques of Counseling." Although the theme implied that this was group counseling for students, three experienced counselors spoke on "streamlining and mass communication between the counselor and his teaching staff." Thus at the same time that counseling for students

is trending toward group rather than individual treatment, counselors may try similar approaches to communicating with teachers. Esberg reports these particular sessions sparked some lively discussion from counselors, reflecting their indifference to PRYO. One counselor reported that some of the teachers in his school saw PRYO as a passing phase, as though the school would get over it like a case of mumps.

9) The topic of communication with teachers was treated at the two day Counselor Training Conference sponsored by the Board of Education offices in Stockholm (May 17, 18, 1974). This writer attended and there was much discussion in small groups, sharing the sentiment that ALL teachers needed more practical contact with PRYO during their training. They needed to get into the act rather than hearing about it in lecture, and they needed the opportunity to share problems and procedures with those handling PRYO on a day-to-day basis. They felt it would help to hear from firm supervisors and Employment Service personnel committed to PRYO, in addition to counselors. "Even a parent or student reaction might help us get ready for our job." Different techniques were suggested: "How about some role playing, some discussions in the round, some lively dramatizations with a punch and some taped samples of counselor talks with teachers?" Some of the aggressive sales pitches of business may be needed. More than one said at this meeting that there was too much material available for counselors to pass on to teachers but that there was not enough on how the counselor might interact with teachers--in other words, the content was there but the methods were lacking. One point in Allergren's research which we shall see presently reported in this chapter, shows this: that counselors do not always use all the armament they receive--nor do they always use it properly.

The Classroom Teacher's Responsibility to PRYO

Although the new syllabus for all upper-grundskola teachers stipulates that all teachers in the seventh, eighth and ninth year classrooms should relate lessons to SYO and concern themselves with PRYO, this guide from the National Board of Education cannot be interpreted as a command for all teachers.[14] Furthermore, one senior master of a major department for teacher training indicates that PRYO is unfortunately not mentioned among units to be treated in the regular teacher preparation at all teachers' colleges across Sweden.[15] The same source noted, however, that thorough consideration of PRYO must be included in teacher preparation of university graduates who aspire to teach in the upper three years of the grundskola. These of course are subject-matter specialists assigned the comprehensive school.

The curriculum for all university graduates who aspire to teaching in the upper three years of the comprehensive school embraces these topics especially related to PRYO:

1) Overall Objectives of the Upper Three Compulsory School Years as They Relate School to Society.
2) Guidance and the Theory of Vocational Options.
3) The Government and Labor: The Labor Market Board and Its Employment Service; Relation to the World of Vocations.
4) Types and Methods of Guidance and the Counselor's Role.

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[14]Skolöverstyrelsen. "Praktisk Yrkesorientering," Läroplan för Grundskolan. Stockholm: Utbildningsforläget, 1970.

[15]Interview by the investigator with Stig Persson, Lektor of Stockholm Teachers' Training College, May 27, 1974.

5) How to Introduce and Include PRYO in Your Classes:

a) Skills Needed by the Student in His PRYO.

b) Interruption of Class Schedules by PRYO Visits and Experiences.

c) Your Course Syllabus and Texts: Inclusions of PRYO and How to Manage These in the Classroom; Published Materials on How to Integrate PRYO with Your Subject Specialty.

d) An Overview and Acquaintance with All PRYO Published Materials for Counselors, Employers, Parents and Students.

These inclusions are streamlined and adapted from the lengthier 40-point course noted earlier in this chapter (prescribed for all SYO Counselors now in training). The most significant part for ALL aspiring teachers for this level of school teaching would seem to be the final item (5). The entire subject of PRYO for these prospective teachers is consolidated into a "unit" of teaching which embraces one hour a day for eight days. The material is lectured, with little time devoted to discussion of questions raised.

Also in the Stockholm Teachers' College itself PRYO is a required unit for all preparing teachers. In addition to a unit identical to that noted just above, it underlines the necessity of the school counselors to assume the major responsibility in seeing to it that all teachers relate their instruction to PRYO; also it should be noted that all teachers in their training are deeply involved with the broader aspects of SYO.

In what way, then, does the teacher in the tertiary level of grundskola prepare the student for PRYO and follow up on his visits and experiences?

Mainly the social studies classes are assigned the job of preparing students for their first PRYO adventure, although the Swedish language teacher may assume some of this task. According to the schedule of courses offered to all eighth

and ninth graders across Sweden, the social studies include geography (always a social study), history, religion, sex roles and other sex instruction, trade unions, economics, community organizations, local, national and international political science, problems in underdeveloped countries, traffic, alcohol, drug and tobacco and national defense.[16]

Among the questions raised by students or anticipated in these PRYO-related units are:

> How do I act when I enter the plant and face the supervisor?
> What clothes should I wear?
> What does the business expect of me? Should I ask questions or just observe?
> How do I get there?
> What provision is made for my lunch there?
> Am I to report back to school after the visit?
> Is attendance taken? By whom?
> How do they know I am a PRYO student? Will they let me in the plant? What if I get lost in the big factory or among the offices?
> What record do I keep? Am I expected to take notes? Is there any homework connected with it? Do I get school credit? Is it like a field trip? MUST I go?

The school counselor reports this as a sobering exercise in independence and judgment as well as a maturing consideration for students about to undergo their first academic experience outside school walls and without the supervision of a teacher authority.[17]

The second specific area which involves students in preparation and in evaluating the value of PRYO is that of Swedish language instruction. Syllabus for the teacher there indicates the language teacher expects the student to maintain a diary while making school visits. The language teacher also spends

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[16]Listed in interview by investigator with Mr. Rolf Esberg, of Äppelvikskolan, Bromma, May 14th, 1974.

[17]Interview by investigator with Mrs. Kersten Eriksson, YOS Centralen Secretary, May 13th, 1974.

time with the student in filling out a checklist of specifics to observe on the job, so that the student may make an oral and/or written report upon his return to class. Materials are provided from the Board of Education for all homeroom teachers to be used as the PRYO Visits draw near. This packet includes a student identification card, a PRYO lapel label and a simulated-leather diary in which Visit notes are inscribed.

The writer was shown one large and impressive poster produced by an eighth grade art class, members of which had already undergone their three PRYO Visits.[18] On the poster were mounted six essays (produced in Swedish language class) giving six individual views on the Visits. Four of these were enthusiastic reports, one was neutral and one distinctly negative. Several pictures of PRYO Visits in action were coordinated with the reading matter and all in all the students had had a worthwhile exercise in evaluating their early exposure to PRYO on their own. The poster, kept on the wall of the counselor's office, had been frequently used as a visual aid to show parents and school visitors what could be done with PRYO.

From the same school the writer was given a hand-written copy of a student essay on his PRYO Experience. It was a meticulously inscribed opus, commendably organized and put into the best Swedish by a very bright student. Its tone, however, was completely negative; he had enjoyed his relationship with people he worked with in the bank but had been given deadeningly routine assignments. He was convinced this was not the type of work he would like to do for a livelihood.

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[18] From the author's interview with Mr. Rolf Esberg, Vocational Adviser at Äppelviksskolan, Bromma on May 14th, 1974.

In one unit taught in the early eighth year, the Swedish language teacher arms the student with skill in observing--for example, how to form generalizations concerning jobs, then to move in on the specifics. How to ask questions, how to respond to interview, and how to be a good social listener and to carry on a conversation are all treated in the Swedish language class and can be directly related to the PRYO Visits as well as to the pupil's ninth year PRYO Experience.

Other exercises designed to help the student in out-of-school relationships which may be encountered in PRYO adventures are: how to write a letter (including a thank-you), how to write job applications, and how to feel comfortable in using the telephone for business. Class dramatizations, theme writing and discussion techniques required in Swedish classes also help prepare students for the many aspects of communication expected of PRYO participants.

As teachers in physics, chemistry and biology relate aspects of their instruction to the workaday world these subjects are considered temporarily as social studies. For example, when the physics teacher considers with pupils the machines and gears and wheels to be observed, or already observed, this helps the student relate his visits to the physics taught in the classroom. The physics syllabus assures this liaison, and again the effective counselor can help the teacher make the most of this relationship built into PRYO.

One active PRYO career teacher who is continuously active in upgrading PRYO counselors through the Umeå Teachers' College is working toward involving ALL teachers in Sweden who serve PRYO pupils in a sort of beyond-the-school experience of their own.[19] He is devising a plan for having teachers visit

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[19] Information through interview with Mr. Gunnar Åström in Umeå, May 22, 1974. Mr. Åström is also editor of the Lärarhögskilan (Umeå) publication distributed to all school counselors in Sweden: SYO Actuellt (Contemporary SYO), and has injected in early issues of that publication promotional materials toward enlightening teachers through contacts beyond the school.

independently the places where students make PRYO Visits or where they have their ninth year PRYO Experiences. Within his own school he has had some success in this effort and, through his work at the teachers' college and his control over PRYO summer workshops, he wishes to extend a similar involvement to all "junior high school" teachers across Sweden. To complement this, and to relate the exercise to today's SYO, he has been encouraging teachers to observe classes both before and following the school in which they teach. Thus the classroom teacher in PRYO grades would know from a first-hand visit what went on in the gymnasium to which he sends so many of his students each year, and would be able to talk PRYO with students who have on their minds their Visits and Experiences. Presently Åström is promoting this teacher enlightenment through the organ which he edits as part of his teachers' college responsibility. Aspects of this he calls "teachers' PRYO."

The Firm Supervisor's Role and Responsibility Toward PRYO

Thus far little reference has been made to what the hosting firm's commitment to PRYO is. The key man in any firm's contract with PRYO is a supervisor. In a large firm he may be an officer assigned to the task of public relations. His office may have produced material attractive to potential workers in his firm, and often this is suitable for distribution to school counselors. Students inspect these brochures and often determine their choice of Visits and Experiences based on this inspection.

The following information has been gained mainly from a day of interview with Mr. Erik Undén, officer in a large steel firm in the Malmö port area of southwest Sweden. My interview with him was taped in precise English. Here is one mature supervisor's view on the varied involvements of PRYO within his own firm of 11,000 employees.

"First it must be reiterated that no business, industry or service organization in Sweden is compelled to invite local PRYO-level scholars, either for observations (school visits) or for later PRYO Experiences." Undén suggested that most firms do cooperate on this, "For after all, Sweden is heralded across the globe for its inter-institutional cooperation. Also the Swedish Management Association--I guess you call yours the N.A.M.?--has subscribed to the PRYO concept, with an agreed-on judgment that all students, before leaving the compulsory school, need an exposure to the working world. Even though no firm is allowed to use its PRYO to lure students specifically to work in that firm, any of us who treat our student guests properly may well find the school graduate enticed to return and become permanent employees here."

Complementing this, Undén said the National Labor Market Board, a facility which acts as a clearing house for all jobs in Sweden, maintains constant relations with all employers and in this capacity can and does exert some pressures on employers to handle PRYO students.

"Some firms have never given PRYO a try, some are not equipped to do so, some jobs are too hazardous for students to get close to, and I know of only a few that have tried PRYOers and have had negative experiences with them." He indicated that a firm such as his, volunteering to host 15-year-olds in their PRYO Visits, is not necessarily asking for 16-year-old PRYO Experiences; the reverse is also true. Most firms asking for Visits also ask for their more mature Experiences.

"Although there is no deliberate effort to have one student follow his Visit with an Experience in the same firm, this may happen when a student elects to return, in his ninth year, to the type of firm which particularly

impressed him in his eighth year Visit. I am told the student cannot name firms in his selection, but in small communities--not like Malmö--there may be only one garage, for example, so the student may return to his visited company to have his stint of sample employment. This complement of Visit with Experience is least likely to happen in Stockholm, or even in Goteborg, with a vast array of firms competing for PRYO Visits and Experiences. Remember also that the Visits and Experiences are arranged by different bodies. We apply to the school for Visits and to the Labor Market Board for ninth graders.

Concerning the Visits program Ungén said they are arranged months in advance. Visits are staggered through the autumn months and do not overlap the time assigned to two-week Experiences. "Yet the supervisor in a large firm such as you see here can be kept very busy entertaining student Visitors and coordinating varied assignments in the Experience segment of PRYO. It is very hot here, will you have another beer?"

In the gospel according to Ungén, today's supervisor in a large firm might have been a classmate of the local school counselor, for more and more firm supervisors are being hired for their special understanding of the highly specialized PRYO process. This usually makes for an attitude of commendably close cooperation with the school.

While on this topic I asked Mr. Ungén what the typical background and training would be for men in his position, and he thrust his hands heavenward and declared: "Lord there's nothing in common among us!" He confessed that several of his counterparts in other organizations were also trained engineers. Some graduate from business institutes, and occasionally someone works up within the plant and without much formal education. Until recently there had been no special qualification nor education for this job.

"I guess the main thing is to have a decent way with people, both inside your firm and outside with the public. It helps to have an easy and convincing manner in front of a group, and I would say to have a firm yet pleasing way with kids. Some of the best of us have even taught school before moving into this job."

As reported by scholar Monica in the next section of this report, the supervisor completely programs his student contacts in the spring, bracing himself for a series of Visits and Experiences in the fall. The stability of these arrangements reflects the lack of job mobility within Sweden, for very few alterations have to be made once the student assignments have been made.

Ungén notes that when a visiting PRYO group arrives, he typically goes through the formalities of introductions for which it is apparent that students have been carefully groomed. "We have a short and informal 'classroom session' with them before touring my plant. If I am doing this work well, I am not confusing students with too great an exposure to all our complex operations, nor do we dwell long in one section of this factory." Obviously the best supervisor is one who can communicate at student level and understand teens, one who does not impress them with technical terms often necessary for his own employees.

This firm has an Art Department which has developed for him some special visual and audio aids to help introduce young people to his company's operation and set them at ease. "They come in pretty scared and they get more out of it if they can relax. But I admit that the complexities of the supervisor's tasks and the interest of his young audience may depend on the size, intricate

structural and product of his firm. My audiences do vary in interest, quality and behavior. This shows up more as I get to know individuals through the ninth year Experiences, but my job should never become boring if I am the proper man for the post."

Ungén reminded me that smaller firms cannot and do not groom their supervisors for these tasks which may be only a part of a man's total responsibilities. Some Visits and Experiences are not very stimulating to students, while other firms, such as the Fire Brigade which has developed an exciting and special show for Visitors in particular, are expensive, fascinating, but only mock-ups of the real thing. Of course, students cannot climb aboard the truck when there is a fire!

I asked Ungén for an explanation of some of the materials he received and used in his supervisory work with PRYO. First he showed me samples of materials which have helped him integrate his understanding of his commitment to the local schools. Both the National Board of Education and the Labor Market Board had produced some attractive materials for his guidance, presenting specifics as to the firm's responsibilities and limits, samples of what the firms might do with and for the students, the types of concerns and questions from students, and details on their insurance coverage and safety measures the company must assume. How to receive reimbursement from the school for any lunches provided is also detailed.

Ungén said that if all supervisors would read and use these materials they would not get into some of the troubles they do. He even hinted that if firms could be reimbursed even nominally for their commitments to the schools the PRYO contracts might be more enforceable, with the school having more control over what firms do with their PRYO students. He thought there was place for more

education of firm supervisors to clarify their questions and relations with the schools.

He had had only one occasion to attend a special workshop devised by school counselors to discuss aspects of the company's commitments. He attended it, in 1971, and felt there was need for more such gatherings to acquaint supervisors with the values and philosophy of its school liaison. He felt that more firms might ask for PRYO students if they became better informed on benefits and purposes of the enterprise, and that PRYO was sufficiently changing to warrant some updating meetings with school counselors. He declared "PRYO has never stood still." Then he confessed that almost his only contact with the school counselor had been by telephone. "It might pay if we could face the counselor, to share problems with other firm supervisors, with some guidance from our trained school contact who is, after all, Mr. PRYO."

Ungén had talked of some of the materials he had found useful, and I asked him about the paper work he had to shuffle. He pulled out some file materials and indicated that each firm wishing to become a part of PRYO makes out a four paged form for the school, indicating broadly by checks in squares the categories of its operation. "I am told this is placed in a convenient and well travelled school corridor where students may look at the types of facilities available for both Visits and Experiences. You see, brief descriptions are made on this form by the supervisor, with spaces available for making a rough indication of the firm's history, table of organization, types of work, sample manual and mental tasks involved, work conditions, wages, health facilities, branches across the country or internationally, and most important to the students--samples of skills and education needed for entry."

Ungén reported that the form he fills out annually to send to each school is completely masticated or lost, so it is apparently used by the students at the school. As to the firms themselves, he noted that some were more popular than others and that students seemed to wager bets on which ones they would "get." "I confess I gather this by having much more contact with fellow supervisors in other companies than I have with school counselors. At least I meet my counterparts more often."

Up to this point Erik Ungén had talked only of preparations for PRYO students and their actual Visits and Experiences in his firm. To complement this information I especially wanted to know what contact he maintained with the school following PRYO. Ungén promptly indicated that he thought there was not enough of this. He thought schools were afraid of developing more contacts lest firms be scared away by the paper work.

First of all he said that students, promptly and usually under the direction of their school's Swedish teacher, wrote formal tack (thank-you) notes. "My files are full of kind notes--some of them quite original. A few are illuminated in the margins and I even have occasional ones signed by all members of a physics or mathematics or chemistry or biology class, for our plant operation can readily be related with these types of school subjects.

"But as to the counselor himself, our main contact remains in arranging Visits and confirming Experience plans with the Labor Board. I do make out a formal list, naming those who reported in from their schools and indicating time of arrival and departure. This of course is for the ninth graders, but it is too much like having me punch the time clock for them; I guess it is important for the school to know who played hooky. Very few do, though, for

this is an unusual and exciting experience for these youngsters and they take it very seriously to the point where some are shaking when they arrive!

"For the ninth graders we are provided with multiple carbon forms by the school; I believe these are developed in Stockholm by the Labor Market Board. It is an abbreviated, single-page sheet, with place for our name, the student's name, the days attended and time arriving and leaving work, what types of offices or factory facilities the student worked in, and whether or not the student fulfilled his responsibilities on the PRYO Experiences. The back of the form invites me to make any comments concerning the student, and guarantees the counselor's confidential treatment of the statement. So you see, if we are conscientious about our job, we get to know each student, especially as we watch over and assign his various PRYO Experiences in our industry."

Ungén thought that a more detailed form could be developed, but was fearful it might add to the paper work of his assignment. He also felt that if firms had to make out more forms they might be discouraged from committing themselves to students. As he said: "We are getting to look more and more like the forms we fill out."

Two Student Years in PRYO

We have looked on aspects of the counselor's, then the teacher's role in PRYO. Clarifying aspects of the student's PRYO Visits, then sampling of his work outside the school (PRYO Experience) will be considered here before reviewing some of the pupils' recorded reactions and memories of PRYO.

Through hard experience and advice from those close to the PRYO enterprise a clear calendar for the two-year involvement between the schools and firms

committed to PRYO has been refined. The National Board of Education has established times noted on the incorporated calendar (Table IV) as officially approved:

Table IV

CALENDAR OF PRYO IN ACTION

	FIRST SEMESTER	SECOND SEMESTER
EIGHTH SCHOOL YEAR (c. age 15)	One visit scheduled	Two visits scheduled*
NINTH SCHOOL YEAR (c. age 16)	All PRYO Experiences	Any Necessary Post-PRYO Experience

*Stockholm's YOS Centrum schedules all 3 visits in the spring of the eighth school year.

It is the responsibility of the school counselor to have confirmed all school Visits while students are still within their seventh academic year. As indicated earlier, a single Visit is arranged to an industry, one to a business firm and one to a service operation. Visits are not necessarily in that order, and they are staggered through each semester, causing a minimum of derangement within school classes and accommodating the facilities of the hosting firms. Experience has shown that a Visit should last between two and three hours, and that seeing the firm in a variety of its varied operations is more valuable than hearing the supervisor talk about its work. Thus for most students the PRYO Visit does not embrace the entire academic school day. The principal exception to the three-hour limit to Visits is the hospital Visit which, because of its complexity and the interest of students, normally lasts an entire day.

All PRYO Experiences arranged for students to be undertaken during the fall semester of their ninth year have been cleared and confirmed between the

regional Employment Service, the firm and the school counselor before the student ends his eighth school year but after his three eighth year PRYO Visits. Thus the student enters his ninth year knowing in which firm he will be sampling work. The student, with his parent, makes five selections of places for this Experience.

It has been more difficult in Stockholm to accord the student his first choice, but an advantage to living in less populated areas is that the student can usually get his first choice of firm. However, all experiences must be arranged by invitation from the firm and cleared through the Employment Service, which keeps posted on all firms within its district.

Table IV notes the positioning of the Post-PRYO Experience. Approximately 2 per cent of the students who have undergone both levels of PRYO and in their final semester of compulsory schooling have been identified through a specially appointed school committee as possessing severe academic, vocational or other school-related problems. The committee comprises the school's rector, nurse, MD attached to the school, a psychologist (often from the Labor Market Board), a social worker who has been with the "case" and the school counselor who has made the referral.[20] This committee may recommend special testing through the facilities of the National Labor Market Board.

For those who "qualify" in the special category there are academic and work PRYO alternatives. The committee may decide to remove the student from the foreign language programs of the school. Or in some instances he may need a further PRYO Experience. His terminal comprehensive school semester is open for these alternatives. If he returns for further exposure to some employer

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[20]From interview between the writer and Professor Sten Henrysson, May 20, 1974.

outside the school, his extended Experience must be limited to a total of 36 days including his original PRYO Experience.

In the past two years PRYO arrangements have been made for 15,200 out of the 16,000 students at each of the grade levels accommodated. This means that approximately 800 Swedish adolescents each year cannot undergo the PRYO Experience or Visits because of physical or other disabilities or because of unpredicted absences from school.

Following the PRYO Experience of the ninth year the student makes out a compact, two-page report on his experience for the school's counselor. Counselors report this as an invaluable aid in helping to direct students either into jobs beyond their ninth year or in finding the proper place for them in the new gymnasium. Although the gymnasium has today incorporated 22 streams under a single roof, and accommodates approximately 80 per cent of all those who have been through the compulsory years, it is not within the province of this paper to treat this newly popularized institution. It should be mentioned, however, that the gymnasium's integration is recent, that entry to it is free and without examinations, and that many students there are electing middle-level vocational courses in preference to college prep because of the recent difficulties in Sweden of finding appropriate employment for new hordes of university graduates. This fact in itself makes it extremely difficult to answer such a question as "What impact has PRYO had on what students do for their livelihood?" To date nobody in Sweden has investigated this relationship.

Scenario of One Student's Recollections

Inasmuch as the student is the most essential part of PRYO, the "case" of one pupil's reactions to her own PRYO involvement may be helpful.[21] A 16-year-old, Monica, was interviewed concerning her own PRYO experience. This "quite typical" young lady attends a consolidated district school in Umeå, a provincial town 320 miles north of Stockholm. In addition to containing one of the country's three teachers' colleges dedicated to training PRYO (now SYO) counselors, the town contains Sweden's newest university, a market garden and timber economy, a car body plant, district offices for postal, labor, police and other services, and diversified smaller industries.

Monica is finishing her final year in the ninth grade of the comprehensive school. She and her classmates in Tegs Centralskolan are quite representative of provincial scholars across Sweden. I asked Monica to recall what she could remember of her total PRYO involvement and she recited this detailed account, surfaced from her recent memory.

She recalled that her fifth grade teacher once referred to PRYO as a patch of older students passed her classroom window on their way to a factory Visit. She said something about how they were going out to see what work was like; then she returned to her Swedish textbook. Other than this direct allusion to PRYO, any reference to PRYO before Monica's seventh school year had been in the form of peer remarks. She had no older brothers or sisters who might have passed on their youthful impressions to her. Her classmates looked on it as a wonderful field trip to get them all out of jail.

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[21] Material from which this interview has been adapted was taped in Monica's Umeå home on Sweden's religious holiday, May 23rd, 1974. The pattern of interview used has been modelled in the author's book, Students Speak--Around the World. Iowa City: Campus Stores, 1961.

Monica's initial formal contact with PRYO came in January of her seventh school year. That month she had celebrated her fourteenth birthday. It was on a Monday that the school's career teacher, who taught her civics class, spent the class period making formal introductions to PRYO. The class had been talking about Sweden's economic base of agriculture, forestry and industry. Umeå could be seen as a microcosm of this mix, and the instructor took time to write the word "microcosm" on the board to explain it, and have the class pronounce it together. With encouragement from Mr. Fägerborn, the instructor, students could perceive their own town as a fair example of this mixture of uniquely Swedish elements.

Mr. Fägerborn said that PRYO would be a part of the eighth and ninth school years of all students in the class, but that it was necessary to understand it before entering the eighth year. He passed out some interestingly illustrated pamphlets, with cartoons drawn by Sweden's own favorite political cartoonist. Indeed the words in the pamphlet were leveled to what the seventh graders could grasp. Students took the pamphlet home as an assignment and returned the following day with questions to discuss in class. The entire period on Tuesday was spent on discussion of their impending adventure.

What Mr. Fägerborn and the pamphlet explained was that early in the next academic year all Monica's classmates would spend two different days as guests outside the school, observing different types of businesses and plants in action. Mr. Fägerborn turned up the volume on a stereo tape which had on it some of the rumbles and throbs of several industrial plants meshed into a syncopated confusion. The tape's noise suddenly became a cacophonous clack. Students tried to guess what was recorded, and by a game of sound charades and

gentle prodding from the teacher, they determined that the first sounds came from a tire manufactory in action and that the second came from the typewriters of a busy insurance office. One student in the class had been in a busy office which produced such sounds and no students had been to a tire factory.

Here was an audible sample of what the students might encounter beyond school walls. Two different Visits would be made in the fall of this year, and a third one--to a different type of institution--would be made the following spring. Some students would first Visit a service institution, such as the post office, while the initial fall Visit for others would be to an office or to a big production mill.

The most "scary" announcement came next from Mr. Fägerborn: students would head for these Visits on their own--with no older authority from the school accompanying them. Groups would comprise from three to seven students, and they would have to present themselves to the plant supervisor. It set the teen-age minds at ease to hear that the plant supervisor would be looking for them when they appeared.

Careful preparations were made during the remainder of that academic year so that students would know what to look for, what types of questions to ask, what decisions they would have to make, and what values the visits would contain to make them bona fide educational adventures. The school would not close down during visits, nor would overwhelming numbers of pupils descend on any single plant. On the other hand, a few pupils would be dismissed at any one time, the visit would last about three hours, and the other half of the day would be spent back in school. Employers would be encouraged to invite a few students as guests to get some impression of what several facets

of the business were about, to ask questions and to Visit sample operations. Students were told this was not to be a sales pitch to lure potential employees to the firm, but it should give each visitor a quick exposure to what a business or industry was about. "It bears reiterating that ALL those in the eighth year will be involved in three Visits," Mr. Fägerborn stressed.

That same January, Monica recalls that her parents were invited to the school for a week-day evening of exposure to what was ahead for their offspring's eighth school year. The counselor, who was the school's expert on all PRYO matters, prepared parents by sending them materials about PRYO, and the session was handled much in the same manner as what the students had been through in their social studies class. Monica recalls that her parents received some of their best information from talking with other parents who had older children that had been through PRYO. Over their cheese and coffee breakfast the next morning, Monica's parents shared with her what they had learned from other parents, and she felt more comfortable about the impending PRYO Visits, for it appeared she would learn a lot about responsibility, about meeting others, about being inquisitive and asking questions, about making decisions on her own and gaining self-assurance. Overall she anticipated a refreshing break from school, and for this her parents gave their enthusiastic approval.

Shortly thereafter parents, with their student eighth grader, were asked to check a list to indicate what particular type of firm the student would prefer visiting the next year. With her parents, Monica decided she would like to Visit the Labor Market Board (Sweden's government clearing house for all jobs), the newly established Volvo body plant in town, and the Wasa Hotel. This was in line with the assignment plan, for she was to Visit one industry, one business office, and one service operation.

By the end of this seventh school year, she knew exactly what firms she was to Visit. She was assigned one mid-October Visit to a vigorous lumber operation in the nearby forest (instead of Volvo whose new Umeå plant at that time was not committed to PRYO), an early December Visit to the regional office of the Labor Market Board, and a Visit, sometime in February, to the local tourist bureau.

She reported that the last of these was what she remembered most clearly while being the most attractive to her. What she observed there was quite typical of all three Visits: she saw clerks answering information requests and mailing folders from the back room. She watched the telephone operator handle a variety of informational calls--some of them long distance. She observed clerks in the outer office suggest things to see for foreign visitors. Monica was thrilled to be able to understand some of what those Americans were saying, declaring "It was just like a movie!" She then watched one clerk make out a complete travel itinerary for a local family making plans for a holiday in Dalarna. Thus she went away with a panoramic view of tasks involved rather than with a clear snapshot of what a single person did. She noted that this was in the spirit of PRYO which has been intended, not as an apprenticeship in a single position, but as an orientation to what work in general is about.

Based on her three eighth year Visits, Monica again spent time with the school's career teacher and heard about what was ahead for all her classmates in their ninth year. That year PRYO was to involve every student in a sampling of work tasks in a single company in the Umeå area. Monica's first selection for work was in the nicest and largest restaurant in town where she hoped to wait on table, to dispense hat checks, to help build salads in the kitchen and

to assist in procuring fresh food from the town's central market. There was some competition for this post, which had limited facilities to offer students a variety of tasks.

Instead she was assigned work in Scandia, the large printing plant looming as the town's most imposing building. There, over an assigned two weeks considered a legitimate part of schooling, she reported to work early in the morning, along with the employees, then was described the general responsibility and lay-out of the plant. She was assigned to a variety of department foremen, and had a different job each day with something that could have become pretty monotonous. She worked as a clerk, sorting forms in the office.

Monica reported she did errands and delivered orders, as a female printer's devil, and one day helped clean presses. She wrapped orders in neat packages; she stacked sheets of paper in the bindery and ran errands within the order department. She even learned something about type faces and she hand-set large type in the composing room. Monica summarized by declaring that she sampled jobs on most floors over the two weeks, and got to know her way around the plant which, until then and from the outside, had been nothing but a throbbing mystery.

As interviewer I was interested in knowing how both the successive Visits and the more recent PRYO Experience had been treated in her school classrooms. She detailed how the Swedish language teacher had tested proper introductory manners with each pupil, how he had spent time helping them compose letters to factory personnel expressing interest in Visits, and how each pupil wrote a separate thank-you note to the employer following each Visit. She had had to keep a PRYO <u>dagbok</u> (diary) of observations and departments for her ninth year experience, for it had become pretty complicated. Afterward, however, she was

able to write to each foreman for whom she had worked, expressing thanks for the opportunity to help within his department. Even her English language teacher had asked her to write an essay concerning her reactions to the PRYO Experience. Berti, another student, translated it into Swedish, and still another back again into English.

Some computations concerning PRYO adventures were developed in math classes, and students entered this assignment with much interest, for they had now sampled some mathematics in action outside the school. Some were amazed to have discovered that the "other world" was using the geometry they learned in class.

But Monica recalls that the curriculum central to PRYO was the civics and other social studies classes of the eighth and ninth years. Much discussion of PRYO Visits and adventures was engendered in these classes. Some students dramatized their Experiences and Visits. She felt that "tools" of judgment, reasoning, weighing facts against each other and making decisions were developed around PRYO involvements. Some students were critical of PRYO but most wanted more insertions--especially of the samplings of actual work involvements. With few exceptions her peer reaction toward PRYO--after it was all over--was that it may have been the most memorable part of their required schooling. They liked gaining school credit for something beyond school walls, and many, including Monica, felt they had been helped in forming future job or academic decisions. Teachers frequently reported in class and to parents that their charges had gained considerable self-confidence through PRYO.

Immediate and Brief Student Reactions to PRYO

How do students who have been through PRYO look back on their Visits and their PRYO adventure? The investigator has arrived at answers from several

approaches--first through his own informal plan of interview with a number of young people who have recently left the comprehensive school, and secondly from a solid body of research just finished or still in a state of raw statistics at the University of Umeå. In addition the writer has translated earlier published responses to PRYO reported in the most popularly disseminated volume issued to date on the total PRYO endeavor.

During the researcher's three-week investigation of PRYO in Sweden he asked students recently through PRYO their immediate and informal reactions to both their eighth and ninth year involvements.

Silja, for her PRYO Experience had worked on a Communist weekly paper in Stockholm. YOS Centralen had cleared this as the only appropriate newspaper position available and suited to her journalistic penchant. In this position she pasted up copy, acted as printer's devil, and helped develop some copy. She emerged from the assignments feeling the firm had kept her usefully busy and exposed to an interesting variety of tasks; she reported gaining considerable self-confidence. She also noted that she had never before been treated so well. She perceived no effort to convert her to Communist thinking and all-in-all her assignment fulfilled the stipulations of PRYO, for she was not placed on a single assignment but had opportunity to try a variety of tasks involved in journalistic work.

Sven, an 18-year-old, now works as errand boy and clerk in a commercial photographer's concern in downtown Stockholm. To the question, "How'd you like PRYO?" he answered, "I didn't! They stuck me on a crating job in a huge factory and I filled the empty cog but was otherwise neglected. I was too temporary to be accepted as an employee, and nobody told me where the crates were going or

what was under the wrappings. They seemed to use me, and others in my group, to catch up on orders they couldn't otherwise manage. (The company had not used Sven in the spirit of PRYO. He was not supposed to fill a single position in one department.) I like what I am now doing because it's a small company and the guys are human."

Liv (interviewed in her work at Alvik's Vademecum toothpaste plant)--her assignment of the moment was to pick up tubes spilled or rejected from an assembly line. "It's not my type of job but it's convenient to home and it isn't sit-still. I like the gang of women around me and the meals provided are much better than the school's garbage. I like the different jobs as temporary and I am getting a feel for what some people have to do for work. No one else from my ninth year is with me, but four others are in the factory from my school." (Her father is an engineer and she has been reared in a comfortable, middle-class home in Alvik, an area of detached homes just outside of Stockholm.)

Bruno did oil refinery tasks in the industrial area in East Stockholm, "I helped check capacities on mixing guages and did some clean-up. It gave me some work ideas. It was the place I asked for because most guys don't want that kind of dirty PRYO Experience. I had to take the crowded subway for an early morning shift. It was the best part of grundskola because I wasn't in school." The traffic light changed and Bruno revved his motor and took off on his motorcycle.

Ingeborg works as a hospital orderly on her PRYO Experience today. "I like hospitals because they're so big and there are so many kinds of ailments there. I like people repairs (sic) so I want to work as a nurse in an operating

room . . . or maybe as a technician. This is my third different ward in three days. Lots of girls want this type of Experience from PRYO, so I am lucky to be here. I think I prefer my school's cooking!"

Carl-Gustaf: "I worked in an animal shelter and was lucky because a lot of teens want that for PRYO. Mainly I kept the place sanitary. There was variety because sometimes I cleaned after cats, sometimes under dogs, and sometimes birds. Only two of us went there to work. Some worked at the zoo which was even neater. But I think I've outgrown both by now."

Lisa worked in a day nursery helping tots. She had done much baby-sitting and worked well with children. There was little challenge to her work, and the entire Experience was taking care of preschoolers. She cleaned up after them, changed an occasional loaded diaper, and roped them around for walks. "Once we went together to the City Hall and I met Gun (boyfriend with long, blond locks) there. He was another PRYO from another school and was herding his own lekskola (nursery school)." What Lisa had gotten from her PRYO Experience was not in her government's prescription.

Sigvard: "It didn't help me decide what I wanted to do but it was fun. There were six others with me on the job. We were scared but they treated us okay. Took quite a bus trip to get there." Sigvard had worked in a variety of jobs in a candy factory. Purpose of the PRYO Experience was not intended to decide him on a job. However, the sweet, artificial smell of the place assured him he would not like to work in a candy factory. He is now in a language stream in the gymnasium.

So much for the informal interviews. Mr. Björn Allergren is PRYO researcher and instructor at the University of Umeå, on the Baltic coast 325 miles north of Stockholm. Allergren has recently completed one volume toward his PhD dissertation, and has culled statistics for his second volume. He is working under the

(only) Professor of Educational Research at the University of Umeå, Dr. Sten Henrysson, and has done the most extensive research to date on any single aspect of PRYO.[22]

In his first research he samples students who had just undergone their eighth year Visits, plus a sprinkling of counselors. His questionnaire was addressed to 1200 individuals representing all areas of Sweden; 9 agricultural, 14 industrial, 30 districts with a predominance of service institutions (19 of them in Stockholm district alone) and 17 areas that were a mixture of these types were embraced by his research. An approximately equal number of boys and girls was included. There were 35 items to the questionnaire. It is not within the confines of this paper to review all results, but a sampling here reflects the generally positive attitude of students toward their PRYO Visits.

Eighty-one per cent who were asked how their study Visits were arranged indicated they had no choice in the matter.[23] Twenty-three per cent of the students indicated they had seen brochures sent to counselors by employers where Visits would take place.[24] After all Visits were finished, students were strongly inclined to remember the third (the most recent) as the best and most valuable of the three. (However, a cross-section of counselors believed the initial Visit to be the most valuable.)[25] Students were asked what they thought

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[22]Björn Allergren, Kartläggning av Obligatoriska Studiebesök och Pryoval i Grundskolans Högstadium (Survey of Compulsory School Visits in the Senior Stage of Basic School). Umeå: Universitetet och Lärarhögskolan, 1973.

[23]Ibid. p. 8.

[24]Ibid. p. 11.

[25]Ibid. pp. 14-15.

most important to know about employment in any institution they had visited. The strongest vote came for understanding the company's organization and union involvements. Less votes came for a) degree of cooperation, b) salaries offered, c) amount and type of education demanded, d) environment and health considerations and e) production statistics.[25]

In response to the question on what the school did to follow up Visits after returning from them, 51 per cent declared they had been exposed to lectures and 45 per cent indicated the Visits had been treated in group discussions.[26] Although both sexes were far more positive than negative about the value of the Visits, the girls registered markedly more positive value than did boys.[26] Despite recent suggestions from the National Board of Education, 80 per cent of the first Visits were accompanied by a teacher.[27]

Students were asked to register their attitudes toward forms they had filled out before Visits. Their attitude was generally negative; a far more positive attitude remained toward the selection of their Visits.[28] By contrast to what the same students would register a year later, following their ninth year PRYO Experience, 59 per cent of the eighth graders had never spoken in private conference with their counselor (counselors consistently report that the ninth graders, with job or future school alternatives on their minds, are most inclined to use the counselor's services). Students were asked to register the basis

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[25] Ibid. pp. 14-15.

[26] Ibid. p. 18.

[27] Ibid. p. 20.

[28] Ibid. p. 22.

on which their Visit choices were made, and for this 88 per cent of the boys and 95 per cent of the girls indicated it was on the basis of talents and interests. To a lesser degree for both sexes, choices were based on their own future plans, sex roles, the situation on the labor market, peer advice, counselor conferences and PRYO Visit sites available.[29]

To the question: "To what extent did traditional sex roles come into consideration in selection of Visits?" the majority answer was tabulated as "Not often." In other words, boys were inclined to observe jobs traditionally assigned to men, and girls elected to Visit where women were expected to work.

Students were asked to look ahead to the next year's PRYO Experience in actual work. When asked "What do you want from the Experience?" the popular answer was "To know about the jobs I'll be doing in advance." Many indicated they wished to Visit the firm before their PRYO Experience became a reality in the fall.[30] And finally, Appendix 8 of Allergren's research report indicates that there is a clear, positive correlation between the third PRYO Visit and the student's choice for a PRYC Experience.

Allergren's research on the eighth graders has been complemented by his inquiry one year later. In late winter of 1974, he followed up some of the same students with the same questionnaire, but after their ninth year PRYO Experience. Counselors were again sampled, and a new group of work supervisors (in factories and plants committed to handling PRYO Visits and Experiences) issued the questionnaire. In all, this second sampling involved 186 ninth year pupils, 46 counselors, plus 156 handledare (supervisors assigned PRYO students).

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[29] Ibid. p. 24.

[30] Ibid. p. 27.

An inspection of the more recent statistics as they relate to the earlier questioning brings out certain apparent contrasts. For example, counselors are far more inclined to use the National Board of Education forms provided on ninth graders than on their eighth grade counterparts. Thus they are used more properly than inadvertently on the PRYO Experience pupils.

Thrice the number of students use the counselor's services in the ninth year as in the eighth. This is attributed to two facts: the student is more secure and less timid about seeing his counselor, and the counselor's training in career and academic information seems more apparent to the ninth grader. According to the research very few students in the ninth year registered NO contacts with the school counselor.

As might be expected, ninth year students no longer attached the same value to their PRYO Visits as they had at the end of the eighth year; indeed, 88 per cent of them now looked on the PRYO Experience of their ninth year as far more important to them than had been the PRYO Visits. At the same time, 74 per cent of the ninth graders assigned more value to the third PRYO Visit than to the earlier ones.

The second round of inquiry asked students how many PRYOPERIODEN (Experiences) they would have liked to have had. Four per cent said the single period had been enough, 49 per cent would have preferred to have had two, 27 per cent said three and 20 per cent thought more than three would have been ideal. There was clear evidence that, from the student's viewpoint, the PRYO Experience was a highlight in his compulsory attendance years and that the single two-week work Experience had been too brief. Most at that point felt the PRYO Experience had already helped them to make future vocational or academic decisions which were crucial at the end of their ninth year.

Six out of seven of the students polled underwent the PRYO Experience of their first choice. The counselors themselves can be given credit for this. The exception in sorting students into preferred types of firms was in the service area where too many students called for this type of PRYO Experience. To offset this preference, a number of students who did not wish to return to a large industry were compelled to do so, for much of Swedish economy is based on its large or heavy industries.

Allergren's second survey of student attitudes and reactions toward both levels of PRYO indicates that as many as 25 per cent of the students who undergo a PRYO Experience in their ninth year have had this arranged by and approved by parents or other close relations. Thus neither the Employment Office nor the school counselor apparently has complete control over the PRYO Experience of all ninth year students.

One question especially addressed to the non-students in this second questionnaire bears noting. The question pertained to the respondee's assessment of the value to cooperation. Counselors attributed very little value to cooperating with their counterparts in other schools, yet supervisors in the industries and businesses serving PRYO pupils felt there was considerable value to cooperating with each other (see Erik Undén's report, above). The few social studies teachers questioned felt there was the least value to them in cooperating with other social studies teachers on PRYO matters.

There has been no effort here to analyze all questionnaire returns. Indeed, the raw state of the second batch of materials did not invite clear comparisons, yet the researcher, who was working most actively on the unpublished portion of his material, made considerable effort to present this

investigator many of the revealed facts as he uncovered them. However, the total body of information provided by Allergren has added significantly to the overall impression as to the way PRYO was being received and the counselor used in the upper grundskolan years.

Reactions from a third batch of students has been published within the pages of the most attractive of all PRYO publications.[31] Its first printing proved to be a best seller and was shortly sold out; its reprint is still available. The publication's strength lies in its comprehensive nature--for its day it was accepted as a complete coverage from one outsider's quite objective viewpoint. Its main disadvantage today is its date. Because of its popularity on the open market--especially among parents--it has made an impact on what PRYO has become since 1967, the date of its first appearance in Sweden's bookstores.

This 150-page paperback contains a description of the development of PRYO and of the government's controversy surrounding it. Its contents embrace, chapter by chapter, PRYO's objectives (as of 1967), its meshing with the student's program (at that time only a PRYO Experience confined to the eighth year), the view of industries, businesses and institutions toward PRYO, the relationship between both job and academic choices and PRYO, and it ends with the author's editorial on benefits and costs. Chapter Five reviews six "typical" examples, only three of which are paraphrased here in condensed form:

1) A student reports on his work in a department store.[32] The supervisor lectured his octet of ninth graders on the store's background, organization,

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[31]Siv Thorsell, Pryo - Den Praktiska Yrkesorienteringen i Teori och Verlighet (Pryo - Practical Work Orientation in Theory and Implementation). Stockholm: Forum, 1967.

[32]Ibid. "Förberedeser," pp. 122-123.

working hours, and possible student work assignments. He toured the group through the store. A sampling of a student's time there saw him helping to dress windows, making floor sales and operating the cash register (but not filling special orders). The student reported to have received capsulated "customer psychology" and was assigned to the head salesman of the department. He indicated no problems in keeping busy at this type of assignment, although those undergoing other tasks in the store reported some depersonalized treatment and boredom. One student who was doing very poorly on the floor was reassigned to a back-room job.

2) The student who went alone to work in an architect's office associated closely with the eight employees.[33] He produced and colored models and copied plans, gaining considerable insight into the types of tasks involved in regular work. The brief introduction by the manager was focused on directing the student into stimulating and interesting tasks, none of which required constant supervision.

3) The fire brigade program was predesigned carefully within the department.[34] It was a collective experience, developed to keep the group of students free of hazard; no student accompanied the brigade to a fire. It was reported as an interesting and changing mix of gymnastics and other phases of station-house duties. Here a limit was placed on accommodating only four students at a time. The experience proved that a good program could be arranged that fell outside the usual routine of the employees. A similar exercise would prove too costly and disruptive to any smaller service or concern.

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[33] Ibid. "Förläggning i Tiden," pp. 123-124.

[34] Ibid. "Efterbehandlingen," pp. 124-125.

This student-level view of PRYO Experiences could not only indicate new directions for Sweden's National Board of Education to take, but should be helpful in any of our own plans toward trying PRYO in our own school systems.

Organizations that Help Mold PRYO

PRYO has not come on the academic scene and matured without some industrious effort on the part of a variety of organizations. Nor is its present form destined to stand still, for a number of concerned groups are lobbying the national Parliament and exerting their influence and Swedish cooperative attitude by voicing their collective views. Also almost all new revisions in school matters, as well as those in other state-run institutions, are passed under the scrutinizing eyes of committees representing everybody from concerned and informed parents to labor and business leaders.

Of course cooperation is a recognized, traditional Scandinavian quality, and the cooperative as a business enterprise is a typical manner of business across the entire top of the European continent. But because it is especially essential from several directions and many bodies to the success of PRYO the government's Labor Market Board has produced a brightly attractive brochure addressed to all bodies interested in PRYO and giving suggestions as to what ways interested organizations may be able to cooperate with each other to bring on a better PRYO.[35]

For example, cooperation comes from the combined effort of three distinguished bodies to prod changes in the schools, in this instance as they pertain to PRYO. Mr. Gösta Krantz, who is paid as principal of one of Stockholm's

[35]Ingegärd Örne, I Samverkan (Concerning Cooperation). Stockholm: Arbetsmarknadens Yrkesråd, (third revised edition), 1973.

outlying upper-secondary schools, reviewed his own affiliations with some of these bodies. First of all, he is voluntary officer in the Riksförbundet Hem och Skola, in some ways comparable to our PTA organization. The national organization, administered from Stockholm is actively engaged with the Ministry of Education to bring on legislation to improve the relationship between the school and its society. Indeed, at the moment Krantz reports it is working on the ideal of how the school can shape society.[36]

As in the case of so many other voluntary bodies in Sweden, their equivalent to our PTA is substantially subsidized by the government (400,000 kronor annually from the National Board of Education). Local dues bring in approximately 500,000 kronor in addition. Krantz reports that this National Home and School Federation is a pressure group exerting considerable lobbying power at the unicameral Rikstag. The writer asked in what way PRYO was involved with its work and Krantz indicated that it exercised a strong voice in what business and industries did with both Student Visits and PRYO Experiences. Especially it helps to control the literature disseminated to schools, for without this control each student might be receiving special prods from the larger industries that could afford to produce expensive public relations materials. It is this group which wrote legislation passed upward through the Minister of Education to the legislature. This limits the flow of material to distribution to school counselors only. Also this Riksförbundet Hem och Skola receives and reviews all investigation reports and contemplated changes before the Board of Education has an opportunity to implement them.

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[36]Interview with Gösta Krantz, May 27, 1974.

An overall cooperating body that is most active in bringing on school reforms and is very much tuned to the values of PRYO and SYO comprises three national representatives from three major governmental offices. Representatives from the National Labor Market Board, the National Board of Education and the office of the Chancellor of Swedish Universities meet frequently to bring on agreement on what changes are needed in the schools.[37] The employment picture is central to much of their effort, for Sweden supports a planned economy. The combined organizations are reported to have been basic to new policy and present manifestations of PRYO, especially as it has come under the overall wing of SYO.

The Employment Office of the National Labor Market Board has already been noted, especially in its close responsibilities to working with the schools. One facet of this Labor Board has been of special help to school counselors: it maintains a battery of tests and psychologists able to administer and analyze their results. One instance in which the Employment Service's counselors and psychologists are called on to help the school is in administering tests and counseling some of the 2 per cent of the students needing post-PRYO guidance. It has already been noted that the Labor Market Board publishes a series of brochures describing 125 jobs and these are available to all students, especially after their PRYO Experience when making decisions on what work to enter. These brochures frequently bring on a relationship between the school and the Labor Board as students are referred to the Board for special vocational guidance.[38] Inasmuch as increasing demands are made on the SYO Counselor for responsibilities

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[37]Ibid. May 27, 1974.

[38]Information Section, AMS, Vocational Guidance in the Labor Market Administration. Stockholm: Arbetsmarknadsstyrsen, 1973, p. 12.

other than individual advisement, the National Labor Market Board finds itself cooperating with the school in some of this individual attention to student needs.

Krantz himself serves on the Yrkessvägledningsnämnd (Work Counseling Committee), a 20-member board that meets twice or thrice a year and decides on materials to be developed for PRYO and how to inject PRYO information into social studies tests and other pertinent school materials addressed to the student. Krantz cited one investigation committee of this group which resulted in major alterations in PRYO in its early days.[39]

By no means are all lobbying bodies cooperating with parents, the National Board of Education or the nation's legislature. As earlier noted, the new all-embracing gymnasium, with its generous array of programs to fit all student needs, is popular with those who have just left the comprehensive and required grundskola. As more and more students there forget the excitement and benefits to PRYO, because they are again floundering in textbooks and school assignments that seem to have little bearing on life beyond school, many have voiced a desire to push PRYO upward to a more mature group of students undergoing their late teens. This is in accord with Allergren's findings on student attitudes wherein the majority of ninth graders had not been satisfied with the NUMBER of PRYO Experiences.

Although the Board of Education, parents and their youths feel that PRYO should be given a try at the upper-secondary level, concerted resistence comes from Svenska Arbetsgivarföreningen (The Swedish Management Association) which represents employers across Sweden. As a body it takes the position that it

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[39] Grundskolan Betäkande Avgivet av 1957 Års, Skolberedning, VI. Stockholm: SÖ, 1961.

cannot accommodate students beyond their present PRYO commitment to them and that PRYO should be left where it is in both level and length. It seems clear that although companies are willing to go along with according youngsters plant Visits and samples of Experiences, they are not yet ready to extend PRYO into upper grades.

Today the union voice toward PRYO is vocally insignificant. Unions are not organized to cope with this particular aspect of SYO, leaving such matters to the Labor Market Board. Certainly there is no concert where cooperation is lacking.

As a summary on the matter of cooperation it should be reiterated that in the land of cooperatives and cooperation there are instances where there is a remarkable lack of confederacy. It has been noted above, for example, that teachers and school counselors do not always use, or use properly, the materials published to help youngsters understand and get the most from PRYO. These materials are sent most commonly from the Labor Market Board or from the Board of Education, and of course are designed for active use rather than to be filed.

Another instance of non-cooperating with central authorities has been cited--that the Stockholm district's schools, with the Board of Education at the physical core, have shrugged off the central Board's materials and suggestions and developed many of its own PRYO materials including printed forms, public relations and guidance materials. This occasionally is in contradiction to the Board's mandate.

However, when this researcher visited some school administrators far from Stockholm in the forest areas of the north, personnel freely informed him that a principal benefit to working "far out" was the lack of inspection and control

from the central authorities. There seemed to be strong feelings in these areas that "detached service" had such benefits as being left alone to run an independent school show. This quality on the part of provincials would seem to suggest a lack of cooperative spirit; indeed, this would seem to be a universal quality of provincial peoples.

PRYO's Place in the Chain of Command for Schools

Topping any chart indicating the chain of authority for the management of schools in Sweden is the King with his legislative arm, the Rikstag.[40] The Minister of Education is a member of this parliament, transmitting laws for passage, and receiving a lump sum of appropriation for education. The Ministry of Education then passes down laws and moneys to the Department of Education and Cultural Affairs. The National Board of Education, headed by a General Director, is responsible in a direct line to these upper bodies, but has within its vast framework five major departments. These are housed in an enormous and never-ending building, color coded and elaborately plotted, running through several city blocks in the eastern sector of Stockholm. Actually the Board of Education shares the entire building with three other large government offices.

Five major departments come under the Director General of Education. One of these is the School's Instructional Department. Falling in line under this Departmental Head are six frames, including the comprehensive basic school plus four separate frames for upper secondary school (gymnasium) instruction. One of these houses the humanities--oriented gymnasium--the traditional channel for university preparation. Another upper secondary frame contains the

[40]Skolöverstyrelsen. Organisationsplan 1.7.1972, Stockholm: SÖ, 1972.

vocational school recently pulled under the roof of the newly consolidated gymnasium. An equal frame is assigned the upper commercial school which has also been recently merged with the all-embracing gymnasium. A fifth block under the Instructional Department contains the Board's work with upper secondary schools for the handicapped.

The sixth block, referred to as S-6, contains those who deal with questions that link schools with society. Health and psychological services for the scholar are embraced by this frame, as is SYO which relates all schools, through its instruction, to society. It is this final panel within the chain of command that the Board's employees related to PRYO are situated.

Presently the Board of Education has seven specialists in Study and Work Orientation (SYO) with an adequate battery of clerks. It is these specialists, full-time employees with the Board, who served as patient answerers of many of the most perplexing questions posed by this researcher in Sweden.

The Costs of PRYO

It has been noted in the initial chapter of this report that PRYO was developed as an integral part of the new comprehensive school. During the decade when the comprehensive school was experimental, PRYO was appropriately voluntary and no costs were set aside for its development apart from the total costs of experimentation.[41]

Thus although considerable inquiry on this matter was made by the writer, officials at the Board of Education in Stockholm have been unable to determine early costs of PRYO as distinguished from costs of all education, especially as they pertained to development of the comprehensive school.

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[41] Interview between this investigator and Dr. Curt Olsson, SYO Advisor at National Board of Education, Stockholm, May 28th, 1974.

Expenditures for the present-day PRYO are not much more clear, for the operation identified with the eighth and ninth school year is under the SYO effort to relate more and more aspects of school life to the world beyond school in its many manifestations. Certain costs can be ascertained, however, and the budget for certain aspects of PRYO derived or guessed at.

Although what is embraced by educational costs in Sweden and in the United States is virtually impossible to compare (Stateside education is not financed and controlled mainly from a central source; Sweden is far more the welfare state than is the USA), it is possible to note the current budget for all education in Sweden.[42] Mainly the costs of education as a whole come from the Rikstag's appropriation which is passed down through the Ministry of Education to the National Board of Education which in turn is assigned the responsibility of distributing all moneys to the 24 provinces (large districts), each of which has its own school board. The National Ministry of Finance reports that it has appropriated 4,260,000,000 Kronor ($1,650,000,000) to nationally financed education for the fiscal year 1974-1975. This is a budget assignment which has been approved by the Rikstag. The amount constitutes an increase of 249,000,000 Kronor ($62,250,000) over the previous year's budget for national support to education. Added to this figure is approximately the 25 per cent of the total school costs which are assumed by the provincial and local taxing authorities.

Of the total approved for spending on education by Sweden's Rikstag, 30 million Kronor ($7,500,000) has been set aside next year (1974-1975) for the investigation of special problems relating to the school. The fact that there are some very special problems brought on by the present advance in school

[42]Swedish Ministry of Finance. The Swedish Budget 1974-1975. A Summary Published by the Ministry of Finance. Stockholm: The Ministry, 1974, p. 54.

change is reiterated by K. D. Wagner, an outside (therefore possibly quite objective) observer of Sweden's present educational predicament.[43]

The Board of Education's Information Section reports that from 1966 to what is anticipated for educational spending in 1975 there has been a substantial increase in the per pupil costs of education within the grundskola years.[44] While such individual costs in 1966 added up to 4,600 kronor ($1,150) per pupil, the costs one decade later will have mounted to 5,900 kronor ($1,475). In both instances the local community's contribution has been stabilized at 2,000 kronor ($500). Inasmuch as PRYO is embraced within these grundskola years, the per pupil costs include any costs incurred by the government and the communities in maintaining PRYO.

It is interesting although irrelevant that per pupil costs in the newly integrated gymnasium are presently 9,500 kronor ($2,375) per year and that the cost per year for running one prospective teacher through the normal school preparation is currently 17,000 kronor ($4,250), a figure which represents no local contribution.

Financial sources at the National Board of Education's headquarters in Stockholm, although unable to pinpoint overall costs of SYO or PRYO today, have indicated that within the total budget for education, 44 million kronor ($110,000,000) will be distributed by Skolöverstyrelsen (the Board) to local communities to support their SYO/PRYO involvements. Inasmuch as none of this money goes to plant employers for accommodating PRYO pupils, and any publications

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[43] K. D. Wagner, "Radical Reorientation but Old Problems Remain." The Times (London) Educational Supplement. #2002 (December 8, 1972), p. 14.

[44] Interview with Miss Charlotta Friedner, Information Officer of the National Board of Education, May 29th, 1974.

concerning PRYO published by the Board of Education are under their own, separate budget, the SYO financers at the Board of Education indicate that this money will logically be used to pay the salaries of local PRYO/SYO Counselors. Although there is no stipulation from the Board as to how this SYO/PRYO allotment is to be spent, there is little else in the name of SYO/PRYO on which the community could spend the money. It bears underlining that no money at the present is paid the employer who accommodates eighth year Visitors and ninth year Experience students.

There is a popular sentiment among those pressuring officials for modifications in the financing of PRYO that if employers were paid for taking on students in their eighth and ninth years, the firms might be more controllable by the local schools in how they manage their PRYO involvements.[45]

Although all students involved in PRYO must have insurance covering possible pupil accidents or breakage by students in the firms, under normal circumstances the community rather than the central educational authority in Stockholm must pay for this. No employer will take students from schools which do not have insurance arrangements. YOS Centrum, which assures that all students are covered with adequate insurance across the well-populated Stockholm district, indicates that to date there have been no major accidents or damages incurred by PRYO guests or workers.[46]

Included within the folds of our government's contract for this report were 31 questions to which the investigator was to address his <u>on locus</u> work assignment

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[45]From interview by investigator with Gösta Krantz in Stockholm, May 28th, 1974.

[46]From interview between investigator and Mrs. Kersten Eirksson, YOS Centralen Adviser in Stockholm, May 14th, 1974.

in Sweden. In study preliminary to his trip he developed another dozen questions of his own. Most of his professional time in Sweden was spent culling and sorting answers to these questions. Answers to all 43 questions have been imbedded within the description of this Chapter II, which is intended to be a penetration of the aspects of PRYO which could be most useful in giving the enterprise a fair trial in selected school systems within the United States.

CHAPTER THREE

PRYO QUESTIONS TO CONTEMPLATE;
EVALUATION OF PROCESS AND FOLLOW-UP

The history of PRYO cushioned in the context of evolution of the new comprehensive school reflects the care with which Swedes perform their research. Although there has been recent criticism both inside and beyond Sweden that the new school which has consolidated most manifestations of basic education under a single roof, has been founded on political rather than on sound academic grounds, the school has blossomed into what would appear to be an effective institution which prepares its graduates in a variety of ways to face the contemporary world. At the moment today's world in Sweden may not necessarily be the same world into which an American youth is discharged.

PRYO has achieved a form of maturity along with the comprehensive school which fosters it. Although ambitious American graduate students might see in PRYO's past some rich fields for research on the effectiveness of its progress, they would have to become thoroughly acquainted with Sweden's peculiar environment in order to assess the effectiveness of PRYO's progress through the years; the context of education for Sweden's PRYO is not an easy one for the auslander to fathom.

PRYO has been a sincere effort to provide the student at approximately the ages of 15 and 16 a window on an important segment of the world beyond the classroom. It would seem to have achieved a number of its goals in boosting the student into sensible independence, into forming decisions and making judgments by giving him exposures to the outside world to weigh against each other. It has caught youths at a moment when they apparently need a shot of confidence in their own ability to go it on their own.

It is easy for the American academic researcher, from the depths of his chair at least 4000 miles away, to suggest questions worthy of investigation. Such questions should center on whether or not PRYO is accomplishing what it has hoped to accomplish. The Swedes in their research are inclined to be careful, patient and thorough. The initial half of Björn Allergren's research would have constituted a most acceptable dissertation in many American universities. Thorsten Husén's research which brought the comprehensive school in a proven form to all Sweden committed him to 10 years of experimentation; in the process it involved more than half of all youths who later were incorporated in the compulsory comprehensive school. How often have American researchers in their investigations been able to claim such a substantial population sample?

There are as yet no answers to some of the questions we might ask. And what is waiting to be measured may not be readily defined. Some questions which have sprung from this writer's on-the-spot investigation of PRYO in action are:

Does schoolwork become more tolerable and attractive to students after PRYO? There are encumbrances built into such a search: society's demands for education in Sweden have been changing. Eighty per cent of compulsory school graduates continue for further education today and memory of their PRYO adventures fades. Many students in upper secondary school no longer wish to gain university degrees, for they have met too many university graduates whose jobs have little bearing on their education. If this question has not been investigated, it may be that it is not now the type of research attractive to Swedish researchers. Swedish scholars may perceive the encumbrances involved and in their wisdom and sense of reality bypass the challenge of such an inquiry.

A closely related question: Is the middle teenager stimulated to study better and to get more out of school as consequence of his PRYO involvements in

his eighth and ninth school years? Such an inquiry is clouded with some of the same recent shifts as suggested in the paragraph above.

Contained within the writer's luggage as he passed through Swedish customs was a battery of questions to be answered. One of these was "What prototypes to PRYO were being tried in the experimental days for developing the comprehensive school? No prototypes within Sweden have been identified. It might have been well had they developed some alternatives, strengths of which might have been creamed off and incorporated in the present PRYO manifestations. Swedes who are knowledgeable of PRYO and its evolution have bemoaned their lack of alternatives during the trial days of PRYO and have wished there had been selections of ways for attaching the school to work experience.[1]

Another question worth investigation within the context of the Swedish school situation is what part do both PRYO Visits and Experience play in student decisions--academic or vocational? Materials to assist in making such decisions have been carefully developed by the Swedish government, but what bearing has PRYO had on the ultimate decision? Has PRYO helped sort out in the student's mind what future course he should pursue? It would seem that Allergren's findings, especially on the ninth grader who has undergone his PRYO Experience, should be contemplated very seriously by educational planners within the National Board of Education. This especially pertains at a moment when all educational changes are presumably standing still to determine exactly what has gone right and wrong with the remarkable school changes that have already been rocketed.

It came as a shock to the writer, who had already grown confident in Sweden's bright system of clearing all PRYO Experiences through the local or

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[1]Siv Thorsell, "PRYO i Vägskälen" (PRYO at the Crossroads), PRYO - den Praktiska Yrkesorienteringen i Teori och Verklighet. Stockholm: Forum, 1967, pp. 138-139.

district Employment Office, then meshing student desires through that office, to learn that 25 per cent of the students were placed, not by this established channel, but through nepotistic "connections." This would appear to be a major contradiction to the idea that the public schould possess some confidence in its schools and their cooperating bodies in establishing these work sampling arrangements. It appears that the tradition of family occupational inheritances has not yet been broken by the school reforms which have been so focused on unclassing Swedish society. Hopefully the future will confirm more confidence from parents in the government's refined plan for placement of PRYO students through its own established channels. The prerogative of parents to "help" in such assignments not only reflects the cautious attitude of the Swedes toward innovation, but indicates that many Swedes will continue to do their own thing despite government regulations.

As an American academic with an advanced degree in Guidance and Counseling complemented with a few years of experience in the area, this investigator questions the value to a single year of preparation for the increasingly complex job of being an effective SYO Counselor. Two shortcomings seem apparent in the present, double-semestered program: 1) the prerequisite of <u>some</u> work in psychology, pedagogics and sociology or their equivalent could be very loosely interpreted; 2) the training period itself does not include a practicum. The fact that most SYO counselor trainees have been drawn from a batch of seasoned teachers is to the credit of the enterprise. SYO Counselor Training as such is still in a toddling stage; as it grows up and is refined, there will be room for tightening standards and opening the way for counseling experience to accompany training. This should come as the desperate demand to fill counselor

ranks diminishes and as time is taken to determine just what should be included in SYO Counselor Training.

Closely related to this question is that of equipping the counselor to handle problems outside the central areas of vocational and academic advisement. The SYO Counselor remains a person well armed with occupational information to help direct students onto the proper academic track which will result in his entry to the "right" vocation. The counselor who is educated to handle the possible social and emotional problems which so often beset the young student's future plans would appear to be the rare exception. One is reminded of the struggling stateside liberal arts college whose president recently confessed that "we admit only students that are completely adjusted."

All counselors in Sweden are educated through one totally prescribed program, yet they enter a variety of fields of specialty within and outside the school. All are trained in one of three designated teachers' colleges. Sweden needs SCHOOL counselors educated to guide students at specific school levels. It is just getting under way in accepting gymnasium and university counselors. It needs to relinquish its present system of turning out generalized and omniscient counselors who may handle personnel problems in industries, businesses, or in Labor Market offices to turn out counselors who have total qualification to handle students at one level of schooling or the types of people who face personnel managers in industries and businesses. Those entering Labor Market work also need their special form of preparation.

To the American educator inured to returning to professional workshops, the idea that a voluntary seminar should be coming to the Swedish counselor's scene elicits a rude: "Well, it's high time!" It is time that this aspect

of what N.I.E. has called recurrent education should be crated for export to Sweden. For a number of years Sweden has been reequipping workers made redundant by technological inventions or shifts in economic demands to assume new tasks. Through a comparable process it is time that Swedish educators saw the need for honing their professional skills to make themselves more inspired or more efficient in performance of their responsibilities. Especially in the conversion of PRYO to a place under the SYO sun, there is need for selected updating of counselors through required workshops.

The National Board of Education admits that only 2 per cent of all Swedish ninth graders are identified as needing an extension of their PRYO Experience or some alternative such as an individualized curriculum. Again, from an American bias, we might consider that a far larger percentage of a "normal" school population may need some special help, with a tailored program arranged. To date the Swedish comprehensive school is not equipped to handle some of these problems and must rely on the more affluent National Labor Market Board for referring students for special testing and individual advisement. In name alone the Labor Market Board would seem best qualified to handle mainly vocational problems.

If the Board of Education is to maintain control over what is taught in Sweden's teacher training institutions, it should include identified PRYO basics for all those being trained as teachers. If PRYO is significant, all potential teachers should be exposed to its values and the teacher's resporsibility clarified in preparing students for practical work orientation or making the most of PRYO after it is over.

There are individual differences in talents, even of school counselors; it is asking a lot that they be equally effective in filling the multiple and

complex roles demanded of them. If teachers had become acquainted with PRYO before they were assigned to comprehensive schools they could reduce the responsibility presently assigned school counselors to acquaint all teachers in the school with what PRYO is all about.

In line with this, the recently incubated idea of requiring all teachers to undergo sample PRYO Visits of their own, as well as becoming acquainted with other schools and grades, would seem to be a commendable exercise in what the educators in their guarded gobble-de-gook call "vertical curricular articulation."

To what extent is well-touted Swedish "cooperation" a myth? Many Swedes admit that individualism gets in the way of cooperation, and American businessmen who have been involved with Swedish labor return home not having located much of the cooperative quality. Toward the end of Chapter Two of this work some evidence of lack of cooperation in PRYO were reviewed. To what extent can (or should) a proper balance between individualism and cooperation be brought about? The question is hardly unique to the Swedes, nor is it confined to their own enterprise called PRYO.

Some questions which the Swedes themselves are presently contemplating and which merit our own reactions were inscribed in Miss Thorsell's paperback on PRYO.[2] A number of rectifications have already been made in PRYO as consequence of reactions provoked within her volume; some that remain pertinent within the mind of this investigator are noted here. Although they are Swedish reactions, they invite some of our own cerebration.

What are some of the arguments for and against paying a company committing itself to PRYO Visits and/or Experiences? Is PRYO now stationed at the most

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[2] Ibid. pp. 127-139.

useful and appropriate school level? Should it be moved upward to the gymnasium which presently contains such a large percentage of the late teenagers, or should it be extended or repeated at that upper secondary level? If nothing else, should those most intent on university entrance have their earlier PRYO reinforced? Other students in the gymnasium are usually involved in practical programs which already sample work experience. The value and effects on students of the present Vocational Week which is a part of the upper secondary schools of Sweden need investigation.

Thorsell brings up the rear of her selected parade of basic PRYO questions by noting that the National Board of Education needs to review the entire role of PRYO and SYO. This the Board would appear to be doing today as the entire transition that has taken place from bottom to top of the educational structure has come under fire.

One final question has come to the mind of this investigator: Is this the proper moment for us to look at Sweden's PRYO? His recent exposure to PRYO in action has indicated that it has been restful to observe PRYO at a moment when it is being inspected inside and out by serious Swedish evaluators. There are no speed limits in Sweden, so it has been comforting to be able to check PRYO when it had been stalled, or had stopped for an oil change and to inject more fuel.

CHAPTER FOUR

IMPLICATIONS FOR OUR EDUCATION

The following is designed to be a moldable series of points which should provide a basis for establishement of an Americanized PRYO. These are proffered as workable suggestions; any yellow lights of caution are built into the cumulative proposals as they are noted.

1) We should give the enterprise a try at both its Visits and Experience levels, adapting it (as we traditionally have imported school ideas) to our special educational requirements while keeping in mind that we cannot impose it on any individual school system.

2) The material within the report in hand needs to be edited into attractive monograph form, letterpressed and well illustrated with sketches pertinent to our tailored manifestations of PRYO. Although credit should be given to Sweden's PRYO, our version of it should be altered and fully explained in the monograph. Facets of the Swedish model which could serve as most exemplary for our own model should be specified. Both Sweden's developmental years of PRYO and its present manifestation contain inherent lessons from which we can benefit; Sweden's mistakes and weakness should be understood and bypassed.

3) The printed monograph should be distributed to all school boards as well as to our 50 state school superintendents. Cover letter to the monograph should invite those interested to request further information and should encourage invitation of a visiting team of American PRYO "experts" to come to the community (or state capital) to present PRYO to interested officials and citizens and to answer questions posed.

4) The team should mainly comprise members of the N.I.E. staff in Washington who have been working along educational lines relatable to the PRYO endeavor.

this reporter proposes a team comprising individuals with these approximate qualifications: A) one person experienced in career education programs in USA's high schools; B) an experienced industrial arts man who has remained aware of the practical implications of the high school courses and the economic needs of the immediate environment OR an experienced high school commercial teacher who has been filling the community's office needs in such programs as distributive education; C) a social studies teacher closely in touch with what a community is and how it functions; D) a teaching economist who has kept abreast of the economic aspects of community life; E) a member of the N.I.E. staff who has studied PRYO and remains informed on its rapid maturation and recent enigmas and shifts; F) this American researcher who has recently made the most comprehensive and searching study of the Swedish PRYO in action. As a member of the peripatetic team, the last of these individuals could present facets of his first-hand exposure to PRYO, could answer questions related to Sweden's implementation of it, and could illustrate a number of aspects of Sweden's PRYO through samplings recorded in projectable slide form.

5) The community hosting the PRYO team could then decide whether or not it wished to attempt its own manifestation of the enterprise. Our federal government should stand prepared to encourage communities to move into it cautiously and to help advise them into an Americanized version. Encouragement should come mainly through financial grants which could launch, but not continue to support, the local PRYO manifestation.

6) PRYO, Sweden's acronym, is somewhat awkwardly translated as Practical Work Orientation. For us it should always include Visits plus Experience-Injections for All Students (VIEFAS, pronounced VÍ-fuss). Henceforth within

this proposal the newly coined acronym, VIEFAS, will refer to our Americanized PRYO.

7) The most generalized ideal (goal) of VEIFAS should be to bring on the best decision possible for the individual's future. Among personal capacities developed or strengthened through the sequence should be an ability to gather facts and to make selections (judgments); an enlargement of job possibilities (or elimination of certain tasks as not suited to the individual); development or reshaping of attitudes and concepts concerning several aspects of the outside world; confidence in self-determination and expression and a stock of real-life exposures for communication and understanding of the motives for making certain choices.

Social goals which should be sought are equally idealistic and perhaps not immediately measurable. Some would be an understanding of education and training systems and the labor market; a "feeling" that school is not entirely unrelated to life outside; a rational use of society, hopefully counteracting mistaken investments in education, and a clarified understanding of a community's resources. Such aspirations should smooth the adolescent's entry to adulthood and make him a better citizen of his community.

8) Both sequential levels of VEIFAS should be tried. It is suggested that the eleventh and twelfth years of our high schools (rather than the eighth and ninth years as in Sweden) be assigned inclusions of VEIFAS for all students.

9) Arrangements for ALL eleventh graders to undergo a series of "Visits" should be consummated. At the start, and until our own research can suggest other ways, Visits should be arranged to the three general categories now

functioning in Sweden. To minimize the trauma of this form of education, it is suggested that our equivalent to PRYO be moved into gradually. Two Visits might be tried the initial year, with one occurring for all eleventh graders in each semester. As in Sweden, the Visits would be "staggered" throughout both semesters to reduce derangements in the school and to distribute the burden on voluntarily-participating industries and businesses. During the initial year of trial there would be no senior class involvements--no Experiences.

10) As the juniors become seniors in high school they should be accorded the school's first Experience. As in Sweden, these should be arranged for the initial, fall semester, leaving the spring open for the profusion of activities accompanying that half of the senior year. At first there should be NO equivalents to Post-PRYO (Extended-PRYO) undertakings.

11) Our first tries should be done in a spirit of caution and trial-and-error. VEIFAS should be flexible and tuned to alterations to mesh with our unforeseen needs. Research on its effectiveness should be entered soon, and should continue as the idea matures into the school systems (see 16, below).

12) As in the case of Sweden, the school's public relations facilities should be put to full use in inviting firms to commit themselves to a trial period with VEIFAS.

13) It may be possible to enlist the services of the local Employment Services, although its stateside function is not entirely similar to its Swedish counterpart. It might be used as a clearing house for both Visits and for subsequent Experiences.

14) To this investigator it seems necessary to try some of the channels already proven to be effective in Sweden rather than trying immediately to use innovated personnel and materials in launching the endeavor.

15) The array of both Visits and Experiences should constitute, insofar as possible, a cross-section of work within the geographic area or community.

16) Early research on the effectiveness of VEIFAS should center on: A) what special training is needed for the counselors? B) what armament do all eleventh and twelfth grade teachers need? C) should the social studies and English teachers be mainly involved with preparing students and following them up after their Visits and Experiences? D) what should ALL high school, junior high and grade school teachers know to give all students a running start into their VEIFAS years? How should all teachers be equipped to handle this running start? E) what is the best length of, time for, and number of Visits? F) what is the best length and moment for a single Experience? Should there be more than one Experience? G) are the three main categories for Visits (industrial, business and service) transferable as such from Sweden or would other categories, such as found in our D.O.T. or even in provincial Sweden, be more appropriate? (What broad forms of work should students Visit?) H) do school counselors for eleventh and twelfth graders involved in Visits and Experience need special skills for this type of work? What are their duties on the job and what training is necessary for performance of these duties? Caution should be taken that these counselors do not become narrowed to the duties of a career advisor.

17) Once the initial group of students has been through VEIFAS, educational researchers should assist in the follow-up process to see what effect the Visits and Experiences have had on these students. To what extent have goals been achieved and what modifications need to be made in order to reach goals established?

18) What materials need to be developed for the American VEIFAS? Are there presently-used materials within the realm of vocational guidance and college admissions counseling which could be used as they presently exist? What alterations would need to be made to accommodate the newly-introduced VEIFAS? What forms and introductory materials need developing for students before, during and after their Visits and Experience?

19) By what processes can parents cooperate in accomplishing goals for this undertaking? Should the school take the entire responsibility of placing twelfth graders in their Experience or should the parent enter the decision?

20) Exactly what should the government fund in introducing VEIFAS? Should it help develop materials that could be used only in that system of schools, or common materials for any community that wishes to "subscribe?" Should it subsidize counselor or job supervisor workshops? To what extent should the local community contribute to paying for their try-on operation?

21) What forms of insurance should be compulsory for students making Visits and having Experiences? Who should fund this?

22) What special qualification and training should firm supervisors have? Should they undergo workshops? What inducements would get them to meet and consider basic essentials to properly hosting students? To what extent would they be responsible to the school in how they use their student charges and how they present materials to them?

The questions above pertain to an early experiment with VEIFAS. Once the program has been tried and established, some of the more "mature" research which should be applied might include: special education to meet the peculiar demands of VEIFAS Counselors; attractive Workshops for ALL high school teachers;

developed programs for ALL job supervisors; lengthening the Experience Period; development of special materials; effective sales programs for other communities interested in VEIFAS.

Suggestions within this final chapter are intentionally guarded; it is in a deliberate context of caution that the writer has inscribed them. VEIFAS merits a fair try as a singular effort to link the student at a critical age to one dominating segment of the world beyond his classroom.

PRYO Successes, Those that Cannot and Those that Can be Transferred

Here is a review of significant aspects of Sweden's PRYO, classified in two categories as A) those Swedish successes which are least likely to be importable to our scene because of political, social or economic restraints and B) those which might, with some modification, be transported and adjusted to our own educational scene.

Here first are Swedish manifestations of PRYO which would appear to the author to be proven as functional, strong points in Sweden's PRYO, yet they would not be transferable to America.

Sweden is sufficiently compact, with enough central control, to allow it to keep track of all facets of its economy. There can be a central clearing house for all jobs, and this machinery, already established, has been readily converted to use for both PRYO Visits and Experiences. That nation's population is relatively homogeneous; there it is possible to establish a PRYO which is pertinent to most all segments of society; its welfare statism is said to have reduced social class differences so there is no longer a clear-cut differentiation between urban, suburban and rural areas. PRYO can thus be quite similar across that nation; here it would have to assume forms tailored to

community differences, even as our individual school boards run their own educational show in each of our communities.

Then there are the items pertaining to the programming of PRYO on the academic calendar. PRYO comes as a part of the general education offering in the basic school, prior to specialization courses which emerge in the upper secondary. As already suggested, PRYO would be moved upward into our terminal secondary years where course channels have already been established. Another calendar item: establishing all PRYO arrangements by May of the previous academic year works well in Sweden where only 1 in 14 families today moves each year; this would be impractical in our society where 1 family in 5 moves annually. Here one is reminded that, for example, the city of Chicago in 1974 was unable to determine how many or which teachers would be under contract in the upcoming academic year until less than one month before school started.

Vocational Week in Sweden's upper secondary school has served as a reinforcement for some of the earlier student exposures to PRYO. Inasmuch as our PRYO would be moved to late high school years, there would be no room left on the calendar for a reinforcing Vocational Week. This does not mean that stateside Vocational Week should be abandoned, but for us it could hardly be included AFTER PRYO.

Much of what cannot be transported to our country relates to the matter of institutional liaison or cooperation. We support no equivalent to Sweden's National Labor Market Board. That body has a power to cement relations between the schools and industrial and business firms, for it has its hand in on much of the country's employment. That Board's offices maintain a corps of highly paid specialists who are used as referral for unusual cases of individual testing and guidance; our equivalents already work within our schools.

Employers in the United States cannot be expected to pay all PRYO costs within their plants. As in the case of those within our schools who supervise student teachers, there would have to be at least nominal payment of industries and businesses for the accommodation of students, especially beyond their Visits stage. The mere cost of record keeping for firms is enough to prompt them to demand collection of some costs from the schools. The cooperation of businesses and industries with the schools would have to be arranged through the local chambers of commerce rather than through a national employment office.

Inasmuch as PRYO within Sweden is ubiquitous, teacher training institutions can all be expected to teach how it can be incorporated in many phases of classroom instruction through a national syllabus. Unless an entire state or area of our country adopted VEIFAS, no single teachers' college could, at first, be expected to require preparation of its potential teachers for it. We have no national prescription for anything taught in our teacher training institutions. In similar fashion, we could not expect a chapter or unit on PRYO to become a part of our textbooks. Unlike Sweden, there would have to be inservice training of new teachers within schools and systems committed to our PRYO.

Finally, because it is within the Swedish nature to do things in depth and with great thoroughness, it focused on a single PRYO concept and assigned researchers to prove that it worked. This approach serves the politicians who hand pick their researchers. By contrast, our researchers might determine which of several variations on an idea might best suit our needs. Thus the single-attack research approach for Sweden's PRYO could not be transported for use in our own manifestation of practical work orientation.

Fortunately the package of transportable successes from the Swedish scene to the United States outweighs the number of Scandinavian successes that cannot be transferred to our Experience-Based-Career-Educational scene. Categories of transport are not as clear-cut as for those less portable items, yet some classification of importable qualities seems necessary.

Overall concepts fall first in the list. As in Sweden, PRYO, at whatever grade level, should be for ALL students in any school or system which adopts it. If, as in Sweden, our common education is to be protracted, there seem to be distinct values to incorporating a microcosm of the world or community in all student programs.

Goals of PRYO as established in Sweden seem relevant to our own culture and should be transported and retained. Whether in Swedish or in our environment, students can gain from a running start into life by forming attitudes, concepts, self-assessments and interest identifications through VEIFAS. They can benefit from weighing different job environments, considering roles, testing their talents against actual jobs, acquainting themselves with training or educational prerequisites to jobs, familiarizing themselves with the labor market and contemplating motives for choices. Here also they have unique opportunities to exercise judgment, self-expression, and a chance to understand community resources. Likewise they can get their youthful feet wet in what technological processes make workers redundant. They should return to school with fresh and realistic sets of values. Overall, both levels of PRYO can help fit the student to the most appropriate job for his future life. All these values are as relevant to youths here as in Sweden.

We have already reviewed items on the PRYO calendar that may be deemed successful in Sweden but cannot be readily programmed in the American scholar's

time sheet. Here are some of the calendar items that could be transferred and adapted: the spread across two successive academic years for PRYO seems desirable, although as suggested earlier, these should be advanced to a later level for American youths. As in Sweden, the PRYO involvements should not disrupt the school's normal functioning; a few students at a time should make Visits and have Experiences. No classes should be closed down to accommodate the idea. Planned Visits should be at least as varied for everyone as those in Sweden, and should be quick exposures rather than depth studies of firms in action. Likewise the Experience in the following year should be a sampling of jobs rather than a single job assignment.

The array of transports from the counselor's department is impressively large: the practice of selecting experienced teachers to enter counselor training seems commendable. As a start we should train PRYO specialists only in selected teacher training institutions. (Despite opposition from the King of Sweden, that country has only three locations for SYO counselor training.) Sweden has extended and strengthened its PRYO (SYO) counselor training and ours should be at least as long; beyond Sweden's we need a practicum included. If proper liaison with companies is to be assured, we should also see trained PRYO-equivalent counselors assigned positions in large industries and in the government. At the same time, those counselors assigned in high schools should be sensitive to "vertical articulation" by remaining acquainted with schools and grades both before and following the PRYO (VEIFAS) years.

As administrators our counselors should be trained and sensitive public relations persons, maintaining liaison with teachers, parents, firms and employment intermediaries. Workshops are a more familiar part of our professional

scene than has been true in Sweden; these, addressed to urgent themes within the counselor's work, should form a part of the required recertification of all counselors.

The student's involvement with PRYO in Sweden should be replicated or adjusted to the American student. His initial formal acquaintance with PRYO should be through small-group rather than huge assembly. Students should be charged with the responsibility of going on PRYO Visits and Experiences unaccompanied by adults. The diary or notebook should be kept as part of the ultimate memory of PRYO adventures, but also as a help in making accurate observations and as a memory record for subsequent school use in a variety of classroom situations.

The formal, post-PRYO reports from students should be maintained as a guide to counselors in their individual conferences with students, for the counselor should continue to serve as the human center for academic and vocational counseling to the end of the student's secondary school years.

The involvement of parents before and during the main PRYO years is as important here as there. The annual invitation extended to parents for a Parents' Night at school seems commendable, followed by the opportunity for parents and their teenagers to plan together preferred Visits and Experiences.

Swedish refinements made within the companies accommodating PRYO seem workable; no firm should be allowed to flood student homes or school desks with propaganda to "come this way for your Visits and Experiences." Firms should assign the responsibility for this acquaintance to the school counselor.

Along the same line, no firm should be using student Visits or Experiences themselves to influence students to ultimately work for that firm. As in

Sweden, our brand of PRYO should be guarded against becoming a deliberate recruiting device. Student accident insurance should be arranged by the school district for all students before they are allowed to go into either Visits or Experiences.

As in Sweden, the social studies should be central to PRYO classroom considerations. The English language teacher should be second in line, with assignments and class tasks similar to those of his/her Swedish counterpart. But as in the case of Sweden, ALL teachers, especially within the PRYO years, should be alerted to both PRYO possibilities and responsibilities. As in Sweden, Mr. or Ms. PRYO should be responsible for enhancing this liaison.

Swedish classrooms are known for containing an abundance of audio and visual aids; the ones that work in Sweden could be transferred and adapted to our own school situation. Films, sound recordings, games and other devices used to interest and enhance understanding in students should be utilized.

Beyond this, teachers should be encouraged, as in Sweden, to get into factories and other-than-their-teaching level of schools to help gain familiarity with what their PRYO charges are doing and what their concerns are.

Americans, in their self-interests, may not have heard the word "cooperation" as much as the Swedes have heard "samverkan." Facets of cooperation have already been mentioned as non-transferable. Yet there is room for voluntary cooperation between industry, labor, the employment services, parents, teachers and counselors which would assure a confident manifestation of PRYO.

Finally, in order to launch our VEIFAS equivalent, we could learn research lessons from the Swedes on their thorough samplings of population. Beyond this we need to move experimentation into many possible forms of PRYO, so that we pick up the best from a variety of PRYO alternatives.